

STRATEGY AND VIDEO-BASED WORKSHEETS FOR LISTENING

Strategy and Video-Based Worksheets for Listening Comprehension

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Abstract

This qualitative action research studies the contribution of worksheets based on listening strategies and videos to the development of a group of twenty-three eighth graders' listening comprehension in an EFL context. The study was conducted in a private school located in Bogotá, Colombia. The data-gathering instruments were students' artifacts, teachers' field notes, and focus group interviews. The findings suggest that implementing worksheets focused on listening strategies and videos facilitate the learners' listening comprehension, increase motivation and lead students to reflect on their own listening performance and progress. Additionally, the findings revealed that the use of videoclips related to the participants' level, interests and preferences greatly engage them to the listening practice.

Keywords: materials development, worksheets, listening strategies, videos, listening comprehension.

Resumen

La presente investigación-acción cualitativa estudia la contribución de guías de trabajo basadas en estrategias de escucha y videos en el desarrollo de la comprensión auditiva de un grupo de veintitrés estudiantes de grado octavo. El estudio se realizó en un colegio privado de Bogotá, Colombia en un contexto educativo de inglés como lengua extranjera (EFL). Los instrumentos usados para la recolección de datos fueron los artefactos de los estudiantes, notas de campo del docente y entrevistas de grupos focales. Los hallazgos del estudio sugieren que la implementación de guías de trabajo centradas en estrategias de escucha y videos facilitan la comprensión auditiva de los estudiantes, incrementan su motivación y conllevan a los alumnos a reflexionar sobre su propio desempeño y progreso auditivo. Adicionalmente, los resultados demostraron que el uso de videoclips relacionados con el nivel, los intereses y preferencias de los participantes los involucraron considerablemente en la práctica de escucha.

Palabras clave: desarrollo de materiales, hojas de trabajo, estrategias de escucha, videos, comprensión auditiva.

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Description

This qualitative action research studies the contribution of worksheets based on listening strategies and videos on the development of the listening comprehension of a group of eighth grade students. The study was conducted in a private school from Bogotá, Colombia in an EFL teaching context. The instruments used to collect data were students' artifacts, teachers' field notes and focus group interviews. The data analysis was carried out by means of the grounded approach. The theoretical constructs underpinning this study were materials development, listening comprehension-strategies and videos. The most relevant scholars consulted in the field of Materials Development were Núñez and Téllez (2009), Núñez and Téllez (2015), Tomlinson (2012), Tomlinson (2013), and Rogers (1988). Regarding listening comprehension and strategies, the main scholars were Wilson (2008), Rost (2002), Graham and Santos (2015), Ur (1996), Vandergrift and Goh (2012), Chamot and O'Malley (1990). Concerning videos, researchers like Harmer (2007) and Wilson (2016) nourished this study. It was concluded that the design and implementation of materials based on listening strategies and videos facilitated the students' listening comprehension, increased their motivation and enhanced reflection on their own listening performance and

progress. Additionally, the findings revealed that the use of video-clips with contents related to the participants' level, interests and preferences greatly involved them in the listening practice.

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Content

This research study comprises five chapters. The first one presents the research problem, the statement of the problem, the research question, the general and specific objectives, related studies, setting, and rationale. The second chapter deals with the literature review, and theoretical constructs. The third chapter describes the methodological design, research design, methodological approach, type of study, data gathering instruments, instructional design, pedagogical intervention, methodological approach, and instructional stages. The fourth chapter describes the data analysis procedure, and research categories and subcategories. Finally, the fifth chapter presents the conclusions, pedagogical implications, limitations and questions for further research.

Methodology

The present study is based on the qualitative research approach since it describes the complexity of reality and proposes solutions to essential problems of concrete matters in the classroom. In this regard, Flick, von Kardorff and Steinke (2004) claimed that qualitative research draws attention to processes, meaning patterns and structural features of social realities considering the views of those involved as well as the subjective social constructs of their world. The type of study chosen was action research that, according to McIntyre (2008), is "an approach characterized by the active participation of researchers and participants in the co-construction of knowledge and the promotion of self- and critical awareness that leads to individual, collective, and/or social change" (p. 5). The instructional design included a pedagogical intervention in which contextualized worksheets based on strategy instruction and videos were designed, developed and implemented. Data was collected by means of students' artifacts, field notes and focus group interviews. The instructional goals for the study were to raise students' awareness of the importance of using listening strategies to improve their listening comprehension, to provide students with opportunities to practice some cognitive, metacognitive and socio-affective listening strategies to comprehend oral texts, and to create a comfortable learning environment that fostered students' listening practice.

Conclusions

In light of the research question, it was concluded that the design and implementation of materials based on strategy instruction and videoclips were facilitators of students' listening practice. Furthermore, the process-based focus increased the students' motivation and led them to think about their own listening performance and progress. The use of video clips grounded on features like authenticity, usability and motivation made the learners' experience enjoyable and favored the authentic language comprehension. Therefore, difficulties emerging from authentic input were overcome thanks to the contextual elements provided by materials as well as the inclusion of vocabulary reviews, background and linguistic knowledge activation, and reinforcement and cooperation strategies. Concerning input repetition, it can be more purposeful when moderated and segmented according to the students' language level. Finally, product-based misconceptions and habits can be successfully transformed into confidence and autonomy through hard work on the modeling strategy and practice.

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Introduction

The listening skill plays a crucial role in the process of learning a second language given that communication cannot be established if a person does not comprehend what he/she is being said. In this regard, Morley (2001) stated that “much work remains to be done in both theory and practice” (p. 69) because this skill is often taken for granted with little awareness of the listeners’ performance. This means that it is paramount to take into account the challenges that students must overcome when trying to understand a speech in a foreign language.

This is the case of the eighth graders who participated in this study as they have difficulties when understanding listening input in English. These constraints have been reflected both in their listening performance during the EFL classes, and the low results they frequently obtain in the institutional tests with barely sign of improvement.

It is also worth mentioning that the EFL materials available at the private institution where this study took place are not related to the learners’ real needs. The black and white books employed in the English class were intended to train the students for international tests rather than enhancing their listening comprehension, which discourages them. In light of this, the current research study aims at improving the eighth-graders’ listening comprehension through the design and implementation of worksheets based on listening strategies and videos.

What is more, any of the existing materials is compatible with the particular learning necessities of my students in terms of motivation, English level, and context. In fact, O'Neill (1982) suggested that "no textbook can expect to appeal to all teachers or learners at a particular level" (p. 110), which demonstrates that textbooks can only provide a framework for classroom teaching. In consequence, this proposal combines the use of a variety of videoclips with strategy-based materials adjusted to the eighth graders’ features, age, interests and learning needs.

Moreover, it is pertinent to highlight that English has become not only a requirement, but also a necessity for communicating effectively in different academic, cultural, economic or social contexts. In line with this point of view, the Colombian Government has promoted different educational policies to support the implementation of programs aimed at teaching the foreign language in both public and private institutions. For instance, the Basic Competency Standards in Foreign Languages (MEN, 2006) encourage teachers to unify their criteria, as well as they lay out common goals and expected results in terms of language learning. Besides, the program Colombia Very Well (MEN, 2015) was launched by the government as an effort to improve previous unsatisfactory results and lead Colombia to become the country with the highest English level in South America by the year 2025. These policies served as a guideline for this study because they provide a glimpse of the outcomes that eighth graders are expected to achieve in terms of the foreign language learning.

The present study is divided into five chapters. The first one displays the statement of the problem, the research question, research objectives, related studies and rationale. The second chapter presents the literature review. The third chapter deals with a description of the research and methodological design. The fourth chapter explores the data analysis. Finally, the fifth chapter entails the conclusions, the pedagogical implications, and the limitations of this study.

Chapter I

Research Problem

Statement of the Problem

Listening is one of the most important skills for ESL/EFL students since it represents the first challenge they have to face when interacting with the target language. In this regard, Cummins (as cited in Motlhaka, 2012) stated that listening is vital for both establishing an appropriate interaction with others and fostering the communicative competence inside and outside the classroom. Furthermore, Harmer (2007) asserted that “most of students want to be able to understand what people say to them in English either face to face, on TV, on the radio, in theatres and cinemas, or on tape, CDs or other recorded media” (p. 133). Accordingly, it is necessary to develop the listening skill from the beginning of the foreign language learning process.

In spite of the importance of enhancing the listening skill, I observed that pre-intermediate students belonging to eighth grade at a private school often receive limited listening input. The majority of the activities that are implemented in the EFL class are not linked to the topics worked during the lessons and most of them are developed only once or twice a month.

In light of this, I registered class observation notes to obtain more information concerning the students’ needs and perceptions regarding the listening skill. I identified that most of the listening exercises are based on international Cambridge exams such as PET, which usually resulted in students’ reluctance towards the class. To this respect, Vandergrift (2012) mentioned that the way in which listening activities are planned and taught often creates anxiety in learners who are rarely taught how to apply effective listening strategies or develop the confidence needed to keep trying.

In addition to this, I conducted a survey (See Appendix A) to learn about my students' experiences, opinions and feelings in regard to the listening activities they had worked during the English lessons. I noticed that the majority of the learners had comprehension difficulties in terms of listening and that they needed more exposure to spoken accents different from the one of the teacher.

Accordingly, my principal interest with this research study is to design materials based on listening strategies and videos to meet the students' characteristics and needs instead of passively using the existing textbooks over which teachers and learners "have little control" (Littlejohn, 2011, p. 205). To this respect, researchers such as O'Neill (1982), Allwright (1981) and Cunningsworth (1995) remarked that despite textbooks provide guidelines for classroom teaching, they cannot fit all the teachers, learners, and situations. In consequence, textbooks should be adapted or replaced in accordance with the context in which they will be implemented. It is worth noticing that teachers play a vital role in this process because they are the ones who know not only the learners' characteristics, but also the activities that might have a bigger impact on the students' processs.

Finally, I consider important to highlight that guiding learners through the process of becoming successful listeners and developing comprehension strategies by means of contextualized materials is a stimulating challenge that enhances my role as a critical thinker "capable of observing, comparing, evaluating, choosing, deciding, intervening, breaking with, and making options" (Freire, 1998, p. 92). This research study allowed me to expand my teaching practice from reproducing and transmitting some one else's ideas and concepts to effectively reflecting, creating and transforming immediate realities.

Research Question

How do the design and implementation of worksheets based on listening strategies and videos contribute to the development of eighth graders' listening comprehension?

Research Objectives

General objective: To analyze the contribution of worksheets based on listening strategies and videos to the development of eighth graders' listening comprehension.

Specific objectives: (a) To appraise the effectiveness and suitability of worksheets based on listening strategies and videos in the development of students' listening comprehension; (b) To determine how listening comprehension, which is the process of understanding a speech and identifying the general idea and the specific information from an oral text, is developed after listening strategy instruction, and (c) To describe the listening strategies students resort to improve their listening.

Related Studies

In this section I will describe six studies related to my inquiry in terms of materials development, listening comprehension strategies and the use of videos. It can be observed that there are few local research studies based on the same constructs and conducted in high school, which demonstrates the necessity to explore this field.

In relation to materials development and listening comprehension strategies, Rincón (2016) conducted an action research study to analyze the impact of worksheets based on listening strategies on the listening comprehension of a group of first graders at a private school located in Bogotá, Colombia. The data gathering instruments were field notes, students' artifacts and listening tests. The materials designed included songs, sensorial activities, and memory cards centered on the students' needs and interests. The strategies applied were listening for key words,

listening for main ideas and listening to make inferences. The findings demonstrated that watching a TV program while focusing on listening strategies increased first graders' listening comprehension. This study is relevant to my research because it highlights the relevance of taking into account different listening strategies, contextualized worksheets and audiovisual materials to assist the learners' listening comprehension.

In the same line of thought, Preciado (2017) carried out a study to explore the contribution of contextualized workshops focused on songs to the development of ninth graders' listening skill at a public school located in Bogotá. The instruments used to collect data were students' artifacts, teachers' field notes and two surveys. The findings suggest that implementing such workshops in an EFL teaching context both contribute to making the activities more effective and have a positive impact on the students' listening micro skills. Besides, they increase the learners' motivation and create a comfortable environment. This qualitative action research is related to my study because it shows that customized materials might have a positive influence on the development of the students' listening sub-skills. Besides, the population is similar to the one that participated in my pedagogical intervention in terms of age and school level.

With respect to listening comprehension strategies and videos, Arteaga, Guarín and López (2009) analyzed the impact that videos have on the listening skill of a group of five students from first semester in an EFL program at a public university in Colombia. The data collection instruments involved students' reflection questionnaires after the video sessions, field notes, interviews and comprehension tests. The findings reveal that using pre, during and after video listening activities helped the learners to improve their listening skill and vocabulary acquisition. This qualitative study is relevant since it provides useful information about the kind of video input and activities recommended to work with authentic materials.

Along similar lines, Martínez, Suarez and Toro (2013) analysed the impact of using authentic videos on the students' listening skill. The research was carried out at a private school in Pereira, Colombia, with 5 tenth graders between sixteen and seventeen years old who voluntarily participated in the development of this study. The data gathering instruments were interviews, observations and researcher's journals. The results demonstrated that using authentic videos favoured the learners' listening and encouraged them to practice this skill by their own. This study provided me with useful information concerning the aspects that should be taken into account when using videos in the EFL classroom.

Regarding materials development and the use of videos, Chung (2010) conducted a study to ascertain the beliefs and experiences of a group of 70 EFL college students from Taiwan, 2 EFL college instructors and 1 ESL college instructor. The instruments used for collecting the data were observation, individual interviews and online questionnaires. This study intended to propose a portfolio with samples of authentic video-listening materials, lesson plans and activities. The findings showed that, unlike textbooks, using authentic listening materials in class enhance the students' language learning. Moreover, the researcher concluded that authentic materials can complement textbooks. This study provides valuable information on how to select and design authentic materials, as well as it presents a complete description of video sample activities.

In the same spirit, Franco (2014) conducted an exploratory action research with 13 students aged from 17 to 23 years and whose English proficiency is level is B1. The study took place at a private university located in Chía, Colombia. This research aimed at analyzing the extent to which authentic materials such as videos along with self-assessment strategies motivate students to monitor their own progress and improve their listening comprehension skills. The study followed three main stages: A needs analysis stage, an implementation stage (12 sessions)

and a think-aloud protocol to identify the participants' perceptions regarding listening comprehension skills. The findings reveal that videos not only were appealing and motivating for the learners, but also enhanced their listening comprehension. The self-assessment tasks also raised the students' awareness with respect to their performance in this skill. This research contributed to my study because it addresses the ways in which video input can be effectively implemented in the EFL listening lessons. Besides, it provides practical information about data collection instruments and analysis.

Setting

This study involved the participation of a group of 8th grade students who have a pre-intermediate English level. This group consists of 23 students ranging in age from 13 and 15. This research took place at a private school in the northern part of Bogotá. The institution is part of an international educational organization that belongs to a Catholic oriented community and it intends to prepare the students to have a Christian vision of the human being, the world, the history and the knowledge itself so that they can contribute to both the transformation of the society and the environmental conservation. According to the *education supply document* (2016) of this institution, pedagogy is centered on the human being and a spiritual and pedagogical project that benefits the students' human, spiritual and academic education.

The contents of the syllabus in this school are divided into four terms, each focusing on particular grammar structures that students are expected to learn according to their level. Despite most of the materials used at the school are mainly focused on grammar, the main goal of the English program is to develop the communicative competence and the four language skills. As a result, the students have 7 hours of English class a week and work on a set of Cambridge practice

textbooks at least twice a month. Students also work with printed materials made by the teachers and an adapted literature book that they need to read each semester.

Rationale

The limited number of research studies and materials focused on listening in the national context contrasts with the urgent need to fully incorporate this skill into the teaching practice. This can be observed at the school where this study was conducted as eighth graders work on the listening skill only once or twice a month. To this respect, Vandergrift and Goh (2012) claimed that "compared with writing and reading, or even speaking, the development of listening receives the least systematic attention from teachers and instructional materials" (p. 4). Additionally, this group of students show apprehension towards the tasks that, in most of the cases, are based on the international Cambridge exams PET. A practice that, as evidenced by the poor results of each bimonthly final test, has not been enough to improve listening comprehension.

For these reasons, I strongly believe that the implementation of this study will have a positive impact on the eighth graders' listening comprehension and will improve the teaching practices at the school. Similarly, this study might contribute to the EFL community as it shows the importance of developing meaningful, challenging and contextualized materials, as well as it encourages other teachers to give their learners both new input opportunities and listening strategies that foster their comprehension.

In the same vein, this research study may have a positive influence on the research line on Materials Development and Didactics ascribed to the group Critical Pedagogy and Didactics for Social Transformation given that the SLA principles, the contextualized MD framework and the methodological design that lead my pedagogical intervention are deeply rooted in the principles of "justice, equity and inclusion," "empowerment and autonomy," and "quality assurance and

professional development" (Núñez, Téllez & Castellanos, 2013, p. 6). These foundations were reflected in different ways in the current study. First, designing materials made me become an agent of change (Núñez & Téllez, 2009) since I could create a proposal that reduced my students' anxiety and helped them reflect and improve their practice rather than reproducing traditional testing practices that disregard their real needs. Second, the materials that I implemented are centered on the students' opinions and meet their interests, needs and expectations, as well as they comply with the institutional orientation Núñez (2010), which is based on ethical values. Finally, the quality of the materials produced aided me to grow as individual and professional (Núñez & Téllez, 2015; Núñez, Téllez & Castellanos, 2012; Téllez & Castellanos, 2017a; Téllez & Castellanos 2017b) since I could learn from my students, become aware of their learning process and make informed decisions about my teaching practices (Aguirre & Ramos, 2014).

Chapter II

Literature Review

This chapter presents the three constructs that frame the current study: materials development, listening comprehension-strategies and videos.

Materials Development

To analyze the contribution of worksheets based on listening strategies and videos in the development of the students' listening comprehension, it is essential to address the concept of materials development and its implications. Graves (1996) defined materials development as "the planning process by which a teacher creates units and lessons within those units to carry out the objectives of the course" (p. 149). However, Tomlinson (2012) provided a broader description that not only includes the development of a course, but all the processes and procedures needed to favor the language learning. That is the design, adaptation, implementation, and evaluation of materials along with its production, usage and research. This implies considering different features from the educational context and the students' needs and learning styles to assure their successful learning and engagement.

Materials development as a field of study. As creating meaningful and relevant materials entails having a wide knowledge of all the aspects related to their design, implementation and assessment, research is an imperative requirement that needs to be taken into account. According to Núñez and Téllez (2015), "language pedagogy and applied linguistics have recently recognized that materials development is a field of study focused on the effect of materials on the teaching-learning process of a foreign language" (p. 57), which means that designing materials not only requires teaching practice, but also an informed pedagogical action. Likewise, Núñez and Téllez (2015) mentioned that the lack of knowledge and information about

this field of study and its implications in the processes of foreign language learning and foreign language acquisition, generate mismatches between materials and theory. These researchers argued that there are no clear criteria for materials development because authors are guided mainly by intuition and personal experience. Besides, they pointed out other factors that prevent teachers from creating materials such as low motivation, high academic workload, multitasking, lack of time, lack of reflection, comfort zone, among others. Not to mention the lack of congruence in relation to the cultural stereotypes related to the vision of language, aesthetics, race, gender, prevailing economic models, religious beliefs, sexual orientations, etc. These type of incongruities between the language used in the materials and the one used in oral and written contexts were identified in the school where this study took place, which makes evident the need to create appropriate and contextualized materials that benefit the students' language acquisition.

Components, requirements and demands of MD. It is important to further analyze the aspects that must be taken into consideration in MD because materials are not only pedagogical supports for teachers, but sources that boost the learners' socio-cultural interaction (Núñez et al., 2013). To this respect, Núñez and Téllez (2015) stated that "Reflection, awareness of and MD rationale, affect, motivation, teachers' beliefs, creativity, and commitment are the components that interplay in MD" (p. 57). This means that materials are not only influenced by external needs and demands of the teaching and learning context, but also by inner factors that concern the developer.

In the same line of thought, Richards (2005) asserted that the effectiveness of materials depends on six main requirements: (a) teacher's language proficiency, education, and experience, (b) cultural background and teaching style, (c) students' learning style preferences, which involve language leaning needs, interests, and motivations, (d) context, embracing the school culture,

classroom conditions, class size, and teaching resources availability, (e) materials' aspect, that relies on the theory of language and language use; and (f) materials' function, which must be supported by the theory of language learning.

As opposed to the general demands involved in commercial materials, Núñez and Téllez (2009) envisioned other requirements that should be taken into consideration by teachers, researchers and text developers. For example, the materials' appropriateness to foster pleasant learning settings, interaction, and long-term learning; the flexibility to include diversity of learning styles and students' language learning and affective needs, preferences, motivations, expectations and institutional policies; and the effectiveness to increase the learners' knowledge, experience and understanding of the language through significant and practical activities. By the same token, Tomlinson (2013) emphasized the need to include lengthy authentic texts, controversial topics and tasks that stimulate affective and cognitive engagement, personal responses, and authentic interaction. As stated by the author, these tasks must include a pronounced focus on meaning, different versions of a text for learners to choose from, extensive projects, thinking tasks and discovery activities. They should also demand criticality, creativity and extensive writing for a purpose. All these aspects might provide teachers with an idea on how to use materials in accordance with the context and the students' needs.

Types of materials. The appropriateness of using authentic or non-authentic materials has been highly discussed in the EFL and ESL contexts. On the one hand, Wilson (2008), Montijano (2014), Harwood (2010), Gilmore (2007), and Thomas (2014) define authentic materials as the texts whose purpose is merely communicative; this means that they are not designed to teach a language. In Richards's (2001) words, authentic materials can be texts, photographs, video selections, and other resources that were not specially created for pedagogical purposes.

However, Rogers (1988) emphasized that authentic materials might be used in an EFL class as they contain natural and meaningful messages that could match both the teachers' goals and the learners' needs and interests. In general terms, despite the fact that authentic materials were not created for teaching purposes, they give students the possibility to be exposed to real language.

Concerning the advantages of using authentic materials, Clarke and Peacock (as cited in Richards, 2001) asserted that they increase students' motivation towards language learning, promote a deeper cultural knowledge of the target language, involve real and current events, and foster creativity since new activities and tasks must be developed to better meet the students' learning styles.

In terms of the disadvantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes (Richards, 2001). This coincides with Thomas (2014), who asserted that their content may become obsolete too fast and require a lot of time for preparation. In contrast, the language used in non-authentic materials is easier, more understandable, contextualized and meaningful for students. Nevertheless, scholars such as Tomlinson (1994), Field (1998) and Gilmore (2007) claimed that non-authentic materials are criticized for presenting short easy texts that over-protect the learners and do not prepare them for real language use.

With respect to authentic materials containing listening tasks, Wilson (2008) sustained that real language use is messier, less complete and less ordered than scripted dialogues; besides, speed, vocabulary, structures, hesitations, fillers, false starts, interruptions and exophoric references are potentially difficult for low-level students. In this regard, Cárdenas (2000) argued that materials should be chosen based on their usability, as well as Wilson (2008) suggested that

the main criteria to select materials should be their good quality, attractiveness and cultural accessibility. Given that this research is based on the development of the students' listening skill by means of videos, I kept in mind the aspects previously mentioned so that eighth graders could make the most of the materials implemented.

On the other hand, non-authentic materials are particularly pertinent for this study since they are designed for teaching purposes. Therefore, they not only entail "coursebooks, videos, graded readers, flash cards, games, websites, and mobile phone interactions" (Tomlinson, 2012, p. 143), but also "a learning-teaching exercise, a task, an activity, a lesson, a unit or a module composed by one or two units" (Núñez & Téllez, 2009, p. 175) since they are all sources that facilitate the teaching and learning process. Non-authentic materials may enhance motivation and engagement if they are "meaningful, well-elaborated, updated, challenging, enjoyable and relevant" (Núñez, Pineda, & Téllez, 2004, p.131). Taking these aspects into account will surely make the learning process easier, more significant and more effective for teachers and learners. Other considerations concerning non-authentic materials such as Second Language Acquisition (SLA) principles, instructional phases and theoretical frameworks will be explored in the instructional design.

This study comprises both authentic and non-authentic materials since I designed strategy-centered worksheets on the basis of videoclips so that eighth graders had the possibility to listen to oral messages of their interest and get used to authentic language.

Materials for listening. To delve into the use of materials for developing the listening skill, I will address some of the most frequent types of comprehension exercises. Wilson (2016) described some widely-used published tasks that might be employed according to the purpose of the class: marking the stress, identifying pictures, differentiating between two sounds, marking

maps or pictures, and completing charts. These tasks may also demand to do something with the information exposed; for instance, discussing, completing notes, choosing an option or drawing, which leads the learners to demonstrate what they understood from the listening exercise.

However, these listening activities may scarcely help learners if they present "an over-emphasis on product-oriented tasks to the detriment of processing" (Ableeva & Stranks, 2013, p. 209). Other problems of listening materials were explored by Cárdenas (2000), who affirmed that the learners' context is often neglected, and that the listening comprehension activities are usually boring and frustrating as they emphasize on the literal meaning of the message rather than the speaker's intended meaning.

These difficulties may be prevented in two ways. On the one hand, teachers can design worksheets because, as stated by Lee (2014), this kind of materials complement textbooks and can be used for "supporting studying, promoting active learning, raising interest in learning science, and assessment" (p. 95). In this sense, worksheets are ideal resources to foster the eighth graders' listening skill as they permit to include topics and exercises that respond to their characteristics and context. On the other hand, it is pertinent to include achievable activities with relevant and interesting topics, and to provide students with immediate feedback to stimulate their listening practice (Ur, 1996).

In the same breath, Cárdenas (2000) proposed six criteria for choosing and assessing listening materials: First, the vocabulary level of difficulty must be reasonable since an over-emphasis on lexicon could lead students to focus on the language word by word while the lack of it may generate panic. Second, in regard to the complexity of the syntax, texts must provide comprehensible input at a reasonable level of difficulty. Third, the length of the text or duration of the input must consider factors like the listener's fatigue and the effect on memory load,

especially when the information is not explicit or when listeners are not familiar with the topic.

Fourth, when choosing the contents, the learners' interests and acquaintance need to be considered. Fifth, materials should gradually incorporate a wide variety of styles and voices since students at early stages of their learning process cannot be exposed to many variables at the same time. Sixth, transcripts must be conceived as important sources.

Listening

To gain a deeper understanding on the complexity of this skill, it is necessary to differentiate listening from hearing. According to Wilson (2008), listening entails more than the brain interpretation of the sound waves without a sustained focus. Listening implies concentrating on the message after the recipient perceives the sounds. In the same way, Rost (2002) defined this skill as "a cognitive activity, involving the activation and modification of concepts in the listener's mind" (p. 57). This means that listening encompasses multiple and complex processes that allow the individuals to understand and make sense of oral messages. For this reason, the listening skill is fundamental for gathering information, stimulating the imagination and generating empathy and pleasure.

However, listening in a second language acquisition process becomes more complex since the learners need to make a bigger effort to comprehend what they are being said. Richards (2008) stated that the main function of listening in SLA is to facilitate the understanding of spoken discourse, which coincides with Rost's (2001) insights as he claimed that listening in SLA is the linguistic environment that provides input to the second language learners. It is also worth mentioning that the listening tasks in an ESL context can be understood through both the strategies that learners implement and the accommodations of the native speakers. Finally, Flowerdew and Miller (2005) defined listening in SLA as a controlled process that requires more

attention from the listener since it might be more challenging to retrieve a message once it is in the long-term memory. All in all, the three scholars consider listening as the core of SLA because it provides the input that triggers a further development of the second language.

With this in mind, different proposals for improving listening have emerged throughout time. At the outset, it was considered an active skill in which listeners must deal with several features proper of the oral language. According to Wilson (2008), those features entail elision or omission of sounds; assimilation or sound changes to accommodate subsequent sounds; and intrusion or sound addition to allow the speaker link two words more easily. He also described elements of performance such as pitch, intonation, volume and patterns of stress that may affect the process of decoding messages for the second language listener. As listening is an active skill that demands great effort, students need to be provided with plenty of listening opportunities. In fact, fostering confidence when interacting with authentic messages and making sense of new information demands continuous practice.

In addition, researchers suggested two pedagogical models that explain the way listeners process information: bottom-up model and the top-down model. On the one hand, Graham and Santos (2015) affirmed that the bottom-up model emerged from the research studies conducted in the 1940s, that applied the behaviourist accounts of learning. It emphasises on decoding small acoustic units such as sounds or phonemes; and then, moving on to larger units of meaning like words, phrases and sentences. On the other hand, the top-down model began in the 1970s with the communicative language teaching, which highlighted the importance of the listeners' background knowledge. This model assumes that our knowledge is stored and organized in our brains. Besides, as sustained by Wilson (2008), it embraces the world knowledge, the knowledge of the speaker and the contextual knowledge about participants, appropriateness of response and

aspects of formality and informality, among others. As the skills described in each process are quite different, both the top-down model and the bottom-up model can be practiced separately depending on the objective of each lesson.

In regard to these models, Vandergrift and Goh (2012) claimed that top-down and bottom-up processes rarely operate independently. The degree to which listeners may use one process more than another depends on their purpose; for example, a person who needs to verify a specific detail may engage in more bottom-up processing than a person who is interested in obtaining an overview of what happened in a particular situation. As successful learners resort to both prior and linguistic knowledge while listening, they need to integrate the bottom-up and top-down modes, which Flowerdew and Miller (2005) defined as the interactive model. To this respect, Vandergrift and Goh (2012) declared that the purpose for listening, the context of the event and the learners' characteristics such as his or her language proficiency, working memory capacity, and age play an important role in the way the information is processed. Considering that the worksheets implemented in this study are based on video clips and listening strategies like topic identification and listening selectively, students will have the opportunity to practice both top-down and bottom-up approaches.

Types of listening. Listening can be classified in aspects like reciprocity, purpose or manner. According to Wilson (2008), the first aspect involves both reciprocal and non-reciprocal types of listening. The first one implies interaction between two or more people, as well as it allows the listener to use repair strategies like asking for clarification or requesting the speaker to slow down. The second one is considered to be more difficult because the listener does not have the chance to communicate and for that reason he/she cannot control the input in terms of speed,

vocabulary or grammar use. Due to the fact that the materials designed for this intervention are based on video clips, the non-reciprocal listening will be privileged.

In regard to the purpose and the way listening can be practiced, there is a distinction between extensive and intensive listening. Harmer (2007) established that the first one refers to what students listen outside the classroom for pleasure. Similarly, Krashen (as cited in Graham & Santos, 2015) argued that extensive listening is focused on the students' interests and it permits the listener to have a general understanding of the input they receive. It can be encouraged by asking the learners to watch English language films, summarizing the contents of a recording, among others. Conversely, intensive or narrow listening consists in the repeated exposure to different sources of oral input about a topic of the learner's choice. Harmer (2007) asserted that that intensive listening usually occurs in classrooms or language laboratories where students are guided by the teacher and focused on specific aspects of the language. As the listening input of this study is given through videoclips, extensive listening will be privileged during the lessons by working on longer activities centered on the learners' interests and overall understanding of the spoken language.

Finally, in terms of the ways in which messages are decoded, Wilson (2008) proposed the following strategies: (a) listening for the gist, which allows the listener to identify the general idea of a text as well as who is speaking to whom and why, (b) listening for specific information, which focuses on a very specific part instead of the whole text; (c) listening in detail to find errors or determine differences; and (d) inferential listening to ascertain how the speaker feels. Taking into account that the worksheets designed are based on listening strategies such as topic identification and listening selectively, listening for the gist and listening for specific information will be privileged during the intervention.

Listening comprehension. To reflect about the nature of listening, it is important to review what listening comprehension means. For Rost (2002), comprehension is the sense of understanding the meaning of an oral message thanks to one's experience; that is, the listener's clear concept in memory for every referent used by the speaker. Likewise, Goh and Vandergrift (2005) claimed that in the comprehension process, meaning is not only taken from the input, but constructed by listeners relying on their own knowledge of the language system, their previous knowledge, and the context of the interaction, which means that listening needs to be interpreted in its communicative context. This explains why contextual characteristics may affect the speed and efficiency of processing aural language. In the same vein, Rubin (as cited in Brown, 2001) specified other factors that influence the understanding of oral messages; for instance, the text, the interlocutor, and the listener's proficiency, memory, attention, age, gender, background schemata and learning disabilities. Some other temporary characteristics that might affect listening comprehension were mentioned by Wilson (2008) who included anxiety, tiredness, boredom or listener's problems with the aural system. All these features must be considered both during the selection and design of materials, and during the intervention to prevent and reduce difficulties.

This pragmatic dimension of listening is also complemented with the cognitive view, which considers the mental processes that learners go through while listening. Vandergrift and Goh (2012) asserted that cognitive processing happens fast and moves back and forth between top-down and bottom-up processes to achieve comprehension. It is pertinent to mention that while L1 listeners do this automatically and with little conscious attention to individual words, L2 listeners usually have to control this process due to their limited language knowledge. Brown (2001) pointed out that cognitive processing comprises eight stages that may occur without any

sequence and are sometimes overlapped: First, the listeners process raw speech and hold an image of it in their short-term memory. Second, they determine the type of speech event being processed. Third, they infer the objectives of the speaker. Fourth, they recall background information or schemata. Fifth, they assign a literal meaning to the utterance. Sixth, they assign an intended meaning to the utterance, which means matching the perceived meaning with the intended meaning and determining whether the information should be retained in the short-term or long-term memory. Finally, the listeners design the form in which the message was originally received. In light of this, teachers can help students develop their listening comprehension by previously providing vocabulary to compensate language knowledge, thereby activating background information and contextualizing the new input.

Learning strategies. Using strategies has a positive impact on the learners' listening comprehension. In the language learning context, strategies are special thoughts or behaviours that individuals use to improve comprehension, learning or retention of new information (Chamot & O'Malley, 1990). This definition emphasises the learner's deliberate action to enhance the acquisition, storage, retrieval and use of information more effectively. In this regard, Oxford (1990) claimed that learning strategies are specific actions that allow the individuals "to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). Oxford also pointed out that learning strategies contribute to the communicative competence, lead learners to become more self-directed, and involve cognitive, affective and social factors. It is worth noticing that these strategies can be applied and combined according to aspects like the learner's degree of awareness, stage of learning, task requirements, expectations, age, sex, nationality/ethnicity, general learning style, personality traits, motivation,

and purpose for learning the language. These features provide insights about the effective and positive impact of strategies on learning and motivation.

In the same line of thought, Chamot and O'Malley (1990) identified three types of language learning strategies: metacognitive strategies, that refer to the ways in which learners organize, monitor, and evaluate their learning; cognitive strategies, which are the processes that learners use to acquire the language; and social-affective strategies, that entail the ways in which learners use others to enhance their learning and encourage themselves to continue learning. I took into consideration these types of strategies as they aided the students to become aware of their own process.

Listening strategies. As stated above, strategies permit students to get involved in their own learning, which benefits their listening comprehension. Listening strategies were defined by Rost (2001) as conscious plans that the listener utilizes to deal with incoming speech, especially when the input is not complete or there is a partial understanding of it. In other words, listening strategies are used as a way to compensate for aural comprehension difficulties. However, Richards (2008) stated that listening strategies are more than a tool to cope with problems, they are the means by which a learner approaches and manages any kind of task. This interpretation is consistent with the description given by Wilson (2008), who affirmed that strategies are used by good listeners to solve certain tasks. In this sense, I resorted to the use of strategies to help eighth graders improve their listening skill.

In terms of the ways in which strategies may be taught, Oxford (1990) stressed out the pertinence of letting the students know why strategies are important, when they can be applied, how to use them, and how to transfer them. Moreover, Wilson (2008) stated that although it is not possible to teach all the strategies because some of them are mental processes that cannot be

modelled or exemplified by the teacher, it is necessary to aid the learners become aware of these strategies since they not always transfer the ones they use in their mother tongue to the second or foreign language. Consequently, it is paramount that students know exactly what strategies they can use depending on the task they have to work on.

In line with this point of view, Flowerdew and Miller (2005) asserted that it is vital to expose students to a wider range of strategies during the language lessons so that they have the opportunity to identify which of those strategies work best for them and meet their necessities. This fact demonstrates the relevance of providing learners with both a set of listening strategies and plenty of opportunities to practice them.

With respect to the importance of teaching strategies, Buck (as cited in Richards, 2008) argued that listeners can be taught effective ways of approaching and managing aural input through activities that actively involve them in the process. In this regard, Wilson (2008) suggested the following strategies: using the linguistic and world knowledge to predict what will be said, monitoring performance while listening, listening selectively and ignoring irrelevant details, writing down relevant information in short hand, listening for key words to identify a topic, checking with other listeners, and asking for clarification. Similarly, Rost (2003) proposed strategies like predicting, monitoring and clarifying, inferring or deducing what is being heard, and evaluating or checking what the listener understood. The strategies included in the lessons that I implemented are metacognitive (predicting, topic identification and listening selectively), cognitive (summarizing) and socio-affective (clarifying and cooperating).

In regards to the type of oral texts that students can listen to, Wilson (2016) suggested the following: the teacher's talk, that could be planned or semi-planned depending on whether it is scripted or not; students' talk, that provides a safe environment in spite of the mistakes it may

provide; guests speakers, that offers a different opportunity to access another culture; textbook recordings, which embrace news bulletins, interviews, stories, songs, situational dialogues and discussions; songs, that help students focus on aspects of pronunciation, use of rhyme or vocabulary prediction; radio, which has a constant flow of speech and is usually authentic and topical; internet, which may have all the previously mentioned advantages since it includes a wide range of possibilities of audio and audio-visual sources; and video. All these types of listening input can be used, combined and adapted according to the learners' needs, interests and language level.

Videos

Videos play a vital role in this study because they are the ones that provide students with oral input. According to Harmer (2007), videos are richer than audios because the speaker's body movements, facial expressions, clothes, location, and other visual features give clues that benefit the listening comprehension. Besides, videos allow individuals to understand background details thanks to the visual images they display, thereby facilitating the listening tasks completion. It is also worth mentioning that the images presented in videos are dynamic because -even during pauses in the dialogue- there is always something happening, which engages students and motivates them towards the class.

In the same line of thought, videos are frequently authentic and topical, as well as they can be controlled and divided into usable pieces for teaching purposes. Moreover, the combination of colour, action, captivating characters and story lines are particularly appropriate for young learners, which is one of the main reasons why this type of source was chosen for the present study. However, Harmer (2007) explained that many students see videos as a medium of entertainment rather than learning; for this reason, Wilson (2016) declared that the usage of this

resource should be considered "as seriously as any other mode of teaching" (p. 49). To do so, teachers may use the following strategies: (a) implementing collaborative work so that one student looks at the screen while a partner describes what is happening, (b) highlighting and practicing useful sentences, (c) using worksheets that guide the viewing experience; and (d) showing on cards key phrases from the video so that students organize the sentences and reformulate the extract. These proposals aid the learners to focus not only on the content of what they see, but also on the language features.

Other activities that can be employed in the classroom to help students recognize the language features of videos were described by Harmer (2007), who suggested five suitable techniques. First, playing the video without sound to discuss and guess what the characters are saying. Second, fast forwarding the excerpt so that students say what they think is happening. Third, playing the audio without the images to guess where the speakers are, what they look like, what is going on, etc. Fourth, freezing the frame to predict the action or the language that will be used. Lastly, dividing the class in two groups so that one of them describes the visual images they are seeing.

All these techniques require that teachers rewind the videos at different points and play them again to verify guesses, assumptions, predictions and appropriate listening comprehension. Undoubtedly, such techniques provide useful ideas to develop suitable materials and afford a wide range of possibilities to interact with visual sources. In addition to this, it is pertinent to take into account the genre of the videos presented in class. For example, television news and weather reports have clear pauses, headlines that permit the learners to make predictions, rich vocabulary, and lexical sets based on topic and formal discourses that can be worked specially in high levels.

Other genres described by Wilson (2016) are film trailers, television advertisements, documentaries, episodes from a comedy series, animation, television or talk-show interviews, game or quiz shows, and film clips. The latter is the source that I used for this study since it is entertaining, dynamic, dramatic and full of cultural content. Film clips are adequate for developing the young learners' listening comprehension because they present a ready-made context and a variety of topics, they have story lines that enable the learners to guess what happens next, and they offer a wide range of vocabulary. Besides, film clips might be extended by showing other related videos so that students broaden their knowledge.

Having explained each of the constructs that guide this project, the next chapter presents more specific information regarding the pedagogical intervention.

Chapter III

Methodological Design

This chapter covers the research design and instructional design. The first one embraces the approach, type of study, participants and data-gathering instruments. The second one comprises aspects such as the instructional design, the intervention as innovation, the theory of the nature of language and language learning, the methodological approach, and the instructional phases.

Research Design

This section displays the research approach and the type of study. Besides, it presents both the participants -the students and the teacher as researcher- and the data gathering instruments.

Approach. The approach that best fits this study is the qualitative research, which according to Richards (2003), involves the intentional use of a variety of traditions, methods and techniques that enable the researcher to collect, analyze and interpret data to better understand a phenomenon of the social world and the individual's life experience. To this respect, Flick, Kardorff and Steinke (2004) claimed that qualitative research seeks to draw attention to processes, meaning patterns and structural features of social realities; therefore, this approach should consider not only the views of those involved, but also the subjective social constructs of their world. This means that either product-centered or process-centered, qualitative research insights imply a thorough comprehension of particular social situations without disregarding the researcher's interpretations.

In addition, the qualitative research approach entails the analysis of naturally occurring phenomena from the eyes of the researcher. Denzin and Lincoln (2005) asserted that although qualitative research involves an interpretive, naturalistic approach of the world -the study of

issues in their natural settings to make sense of phenomena-, the employment of each practice makes the world visible to the researcher in a different way. In short, qualitative research arises from the need to describe the complexity of the reality and propose solutions to essential problems of concrete matters in a reflective and systematic way.

Type of study. Action research complies with the characteristics of this study because, as stated by Bogdan and Biklen (2007), it seeks "both to understand a social problem and to convince others to help remedy it" (p. 242). This type of study permitted me to learn about my own teaching practice and empowered me to change the teaching environment where this enquiry took place. In this regard, McIntyre (2008) sustained that action research is "an approach characterized by the active participation of researchers and participants in the co-construction of knowledge and the promotion of self- and critical awareness that leads to individual, collective, and/or social change" (p.5). This means that action research is a generator of meaningful transformation since knowledge is the product of a collective construction and the findings obtained provide the researcher with valuable information on why and how change can operate in a specific situation.

In terms of the steps that I followed to conduct this action research, I took into account the spiral proposed by Lewis (as cited in Willis, 2007). Firstly, I questioned a particular matter, that in this case was the eighth graders' difficulty to solve listening tasks. Secondly, I investigated the matter by means of class observation, a needs survey, the analysis of the students' hindrances and the exploration of listening comprehension processes. Thirdly, I developed an action plan that included the careful selection of videoclips, the development of contextualized materials and the inclusion of listening strategies in accordance with the activities. Finally, I implemented and

improved the plan through the assessment of the audiovisual input, the worksheets and the methodologies used.

Participants. There were two kinds of participants in this study: the students and the teacher as researcher and materials developer.

Students. This study took place at a private school located in Bogotá with 24 eighth grade students -10 girls and 14 boys- between 13 and 15 years old. These teenagers receive eight hours of English class per week and they have access to different kinds of materials: a reading book adapted from English literature, grammar-based guides designed by some teachers of the school, and training books for PET exams. This population has a basic English level and despite the final tests they present are based on PET exercises, most of the students' results have not shown any improvement in terms of their listening skill. Besides, the learners are frequently reluctant towards listening activities due to the product-based orientation that often results in low grading.

The participants were chosen by means of the convenience sampling technique that, according to Dörnyei (2007), is a type of non-probability sampling in which members of the target population are chosen if they meet some criteria like geographical proximity, availability at a specific time, easy accessibility, or the willingness to participate. This technique has advantages such as the availability of data, the participants' positive attitude and the reduced cost. Besides, it requires fewer time to carry out the research.

Teacher-researcher and text developer. I assumed three roles during the development of this study. As a teacher, I created a positive and supportive learning environment, as well as I became a facilitator who modeled the strategies that students needed to apply (Chamot, 1998). As a researcher, I observed and analysed the way in which the students solved the activities in class (Larsen & Long, 1991). Thus, I identified the learners' needs and difficulties, collected

information and analyzed the results in light of the research question. Lastly, as a material developer, I designed and implemented contextualized video-based worksheets considering aspects like the strategy instruction approach and the materials development principles, which helped me, as suggested by Núñez and Téllez (2009), to improve my pedagogical practices from reflection to decision making.

Data gathering instruments. As this study centers on getting information about the students' perceptions and improvements regarding their listening comprehension, the instruments used to gather data were field notes, focus-group interviews, artifacts and tests.

Artifacts. This instrument involves the students' tangible products. Norum (as cited in Given, 2008) defined artifacts as a source that gives key information that interviews, or observations cannot provide. They have a story to tell about the person who made them, and the beliefs and values associated to them. Artifacts allow the researcher to support or contrast other data sources and literature to generate or confirm hunches and to make a more complete description of people or settings. The artifacts (See Appendix B) of this study were the strategy and video-based worksheets completed by the students. The first three worksheets were first piloted with a similar group of the same grade. This instrument provided information about the eighth graders' process, their perception about materials, and the way in which they applied the learning strategies proposed.

Field notes. This instrument permitted me to register all the relevant information that I observed along the pedagogical intervention. According to Leech and Onwuegbuzie (as cited in Given, 2008), the goal of field notes is to have a record of what was observed for its subsequent analysis. These notes are taken when the researcher is observing participants and can include diagrams of the environment or the proximity of the participants to facilitate the understanding of

the report. Field notes focus on the research problem, record insights and thoughts, include detailed descriptions and are accurate and organized. Similarly, Chiseri-Strater and Sunstein (as cited in Blum & Hawkins, 2012) claimed that field notes are intended to connect the researchers with their subject through the writing of an ethnographic report. I used field notes (See Appendix C) to register the eighth graders' behaviours and attitudes while engaged in the listening activities.

Focus group interviews. This instrument provides useful information about the participants' perceptions along the implementation process. Dörnyei (2007) recommended to use a focus group format to record the responses of a small group. This format would be based on the collective experience of a group; this means "participants thinking together, inspiring or challenging each other, and reacting to the emerging issues and points" (p. 144). This instrument offers high-quality data since it creates a collaborative environment that results in a deep and insightful discussion.

It is worth mentioning that focus group interviews require a semi-structured interviewing format that is composed of a set of pre-prepared guiding questions and prompts with an open-ended format to afford the interviewer with a guidance and to encourage the interviewee to elaborate on the issues raised in an exploratory way. The questions related to each construct were adjusted and enriched after the first classes observations. Another important element to consider during the focus group interviews is the use of audio-recordings because, as stated by Morgan and Guevara (as cited in Given, 2008), they provide accurate information of what was said with a relatively high level of detail and minimal intrusion in the setting. The focus group interviews of this study (See Appendix D) were conducted with two groups of five students at the end of the implementation to ascertain their perceptions about this process.

Instructional Design

This section deals with the pedagogical intervention, the instructional objectives, the intervention as innovation, the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention and the connection of the pedagogical intervention with the research question.

Pedagogical intervention. The pedagogical strategy that framed this study is the design and implementation of six worksheets based on strategy instruction and video clips to foster eighth graders' listening comprehension. To begin with, Chamot (1998) pointed out that strategy instruction facilitates self-reliant learning within the classroom and aids the students to identify when and how to use the strategies, thereby learning autonomously and improving their self-esteem and confidence. Furthermore, videos provide students with visual stimuli that, in Canning's (2000) words, help the learners to predict information, speculate, infer ideas, analyze the world that is brought into the classroom and activate previous schemata, which has a positive impact on the learners' listening skill.

In reference to the listening strategies implemented in this intervention, I considered six that, according to Rost (2003), are frequently used by successful listeners: three metacognitive strategies (predicting, topic identification and listening selectively); one cognitive (summarizing), and two socio-affective (clarifying and cooperating). These strategies were worked during the lessons through video-clips related to the topics from the curricular program. Each worksheet comprised a vocabulary section with keywords to activate schema and give the students a fair idea of the topic, some listening tasks with examples to model the strategies that would be implemented and to give students multiple practice opportunities, and a self-assessment section to identify the effectiveness of both the strategies used and the materials designed.

Considering that the pedagogical strategy of this study entails the implementation of worksheets based on strategy instruction and videos, I took into consideration the six principles suggested by Tomlinson (1998) to design my worksheets: (a) The materials aimed at achieving impact since there was a lack of motivation towards the school textbooks. Besides, as mentioned by Núñez et al. (2004), creativity connected to the novelty and visual stimuli of video clips may result in appealing activities that engage teenage population, (b) the lessons aimed at being perceived by students as relevant and useful since this is the basis of language teaching (Núñez, et al., 2009). This was attained by connecting the strategies to both challenging listening activities and the class contents, (c) the worksheets facilitated the students' self-investment, effort and attention by means of activities that improved their listening comprehension and enhanced their self-discovery (Tomlinson, 1995), (d) the materials exposed the students to authentic language, which increased their motivation (Harwood, 2010) because they had had limited opportunities to interact with English speakers in authentic and real situations, (e) the materials helped learners develop self-confidence because, as stated by Dulay, Burt and Krashan, self-assured students learn more quickly, (f) the worksheets provided opportunities for outcome feedback because, as pointed out by (Ur, 1984), it is essential to monitor and evaluate comprehension and the use of strategies. This is especially remarkable in this context since the participants of this study are usually exposed to testing practices instead of activities that foster their listening comprehension.

Instructional objectives. The main instructional objective was to design and implement 6 worksheets based on strategy instruction and videoclips to enhance eighth graders' listening comprehension. The specific objectives were: (a) to raise students' awareness of the importance of using listening strategies to improve their listening comprehension; (b) to provide students

with opportunities to practice some cognitive, metacognitive and socio-affective listening strategies to comprehend oral texts; (c) to create a comfortable learning environment that fosters students' listening practice.

Intervention as innovation. Teachers need to keep up-to-date in regard to new methodologies and strategies so that they are able to innovate in their teaching practices. Markee (2001) defined innovation as "proposals for qualitative change in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system" (p.120). In other words, innovation implies a pedagogical proposal to improve either organizational aspects of a language education system or micro aspects like materials and approaches. To this respect, Karavas-Doukas (1998) stressed out that innovation is planned to provoke improvements in the classroom practice to enhance the students' learning process. Likewise, Careless (2013) specified the different aspects that might be subject to innovation: pedagogic approaches, teaching materials, technological developments, assessment methods, and the expansion of language education in several EFL contexts. Hence, teachers have plenty of possibilities to contribute to the betterment of their educational context.

The current study is innovative in several ways. First, because of its contribution to EFL research in terms of listening, which has proven to be limited and neglected in the national context. Second, this intervention might have a positive impact on the school where this study took place since it is based on the implementation of contextualized materials and the application of listening strategies to develop listening comprehension. As stated by Núñez et al. (2017a) "One way in which teachers can innovate, is by developing their own materials for their English classes" (p. 38). Third, in the way students perceive their learning and listening practice since they will not be tested but guided so that they develop their listening comprehension, become

more self-assured and assess their own achievements. Ultimately, this study encouraged me to innovate my own teaching practices and allowed me to increase my knowledge regarding better ways of working on the listening skill. Besides, it helped become aware of the importance of coherence and consistency in the language beliefs, approaches, methodologies and materials design (Núñez et al., 2017b).

Theory of the nature of language and language learning. When planning this pedagogical intervention, I took into account the four main visions of the nature of the language described by Tudor (2001). The first one is the linguistic perspective advocated by Cunningsworth (1995), which considers the grammar system and the lexical units as the defining principle for effective communication. The second vision is the functional perspective that places the language within the social context and highlights the importance of allowing the learners to use the language for achieving specific communicative goals or pragmatic purposes such as answering the phone, complaining, apologizing, persuading, among others. The third perspective is the self-expression, which emphasizes on the use of the language for both specific transactional goals and self-expression, fostering the language learning around ideas or topics of personal relevance to the student. The last perspective is the culture and ideology, that encompasses all the previous conceptions of the language plus its sociocultural aspect.

The institution where this study was conducted is formally based on the functional perspective because of the communicative approach presented in its curriculum. However, this contradicts the pedagogical reality in the EFL classroom because the curricular contents and the materials are grammar-oriented, thereby giving more importance to the linguistic aspects. I decided to center this intervention on the culture and ideology perspective to expand the students'

possibilities of interaction and self-expression, and to afford them with a contextualized and cultural vision of the language use.

Since language learning is a mental process that cannot be viewed in a concrete way, it can only be addressed in terms of the methodological procedures that best suit both the learners and the embedded language learning vision. In this sense, Tudor (2011) identified four essential visions of language learning: the experiential learning, the analytical learning, the habit formation, and the role of affect, which is the vision that I chose for this intervention since it highlights the benefits of affective disposition, effective communication and durable learning; aspects that are vital to boost the learning strategies use.

Methodological approach underlying the pedagogical intervention. The listening strategies instruction is the methodological approach underlying my pedagogical intervention. This approach relies on teaching students how to develop their listening comprehension (process-based) rather than exposing them to testing practices (product-based). Flowerdew and Miller (2005) stated that listening strategies instruction not only seeks to face challenges or learn goals, but also to develop the learners' awareness of their own skills and to use a variety of listening strategies to effectively deal with those challenges and goals. Additionally, Graham and Santos (2015) affirmed that strategy instruction intends to attain a long-term improvement by assisting the students to become better and more independent listeners with more control over how well they listen to aural input. By the same token, Chamot (1999) asserted that explicit strategy instruction develops an awareness of the learning processes and the strategies that lead to succeed. This explicit instruction consists of phases that include developing the students' awareness of the strategies, modeling the strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation.

The first phase lets the students identify the strategies they already use through class discussions, group or individual interviews, think-aloud sessions, questionnaires, checklists, or diary entries about learning strategies use. The second phase focuses on modeling the strategy to be used by describing its characteristics, usefulness and applications, and by asking the learners to recall what they have observed. The third phase gives a specific name to each strategy and explains when they can be used so that students visualize themselves working successfully on a similar activity. In the fourth phase, students have the opportunity to practice the learning strategy with an authentic task that frequently involves collaborative work with classmates. Finally, in the fifth phase, the learners are provided with opportunities to evaluate their own success in using learning strategies by means of learning logs, checklists or open-ended questionnaires.

Connection of the pedagogical intervention with the research question. It is pertinent to clarify how the pedagogical intervention responds to the research question established at the beginning of this study. According to Richards (2005), the theories of language and language learning determine how materials will be implemented and offer some guidelines on how to develop exercises, tasks, activities, and learning experiences. Since the research question of this study concerns the way in which the design and implementation of worksheets based on listening strategies and videos contribute to the development of the listening comprehension, the strategy instruction approach and videos were considered as the main aspects of this pedagogical intervention. On the one hand, the listening strategies are the means by which the listening input and practice opportunities will be provided to the students; in consequence, they become the guiding thread of the worksheets development. On the other hand, videos give all the theoretical bases to favor the students' learning and the use of strategies.

Instructional phases. The suggested phases for the instructional design of this study comprise the materials development framework, the informed consent, the sensitization, and the implementation of the materials.

Proposed materials development framework. There are multiple theoretical frameworks advocated by different scholars. To begin with, Graves (1996) proposed seven components that involve administering a needs assessment, setting goals and objectives, specifying contents, selecting and developing materials and activities, organizing contents and activities, evaluating materials, and identifying possible resources and constraints. Masuhara (1998) not only incorporated the first two components mentioned above, but also suggested that it was pertinent to create a complete syllabus design and an adequate methodology instead of using a simple description of contents. She also proposed testing the materials before their evaluation, an aspect that coincides with the drafting and trialling stages suggested by Bedwell (2012). Nonetheless, these authors did not consider the constraints that may affect materials development.

To complement the previous frameworks, Núñez, Pineda and Téllez (2004) added the careful selection and sequence of activities and contents relying on theoretical background and teaching experience. Along similar lines, Jolly and Bolitho (1998) not only included the identification of needs and problems as the starting point but remarked on the importance of both delving into those problems relating language, meanings, functions and skills, and contextualizing the activities. Finally, Núñez, Téllez and Castellanos (2009) positioned the needs assessment and analysis as the core of their scaffolding proposal and incorporated the creation or adaptation of materials.

Based on the previous theory and my own experience with the population that participated in this study, the theoretical framework that I proposed to develop my materials are: applying a

needs assessment, determining the objectives and approach according to the institutional curriculum and value-oriented philosophy, selecting contents that match the students' age and interests, organizing activities, and adjusting the materials according to the trials and observations obtained before and during the implementation.

Informed consent. An informed consent form was handed to students to be signed by their parents or tutors before the implementation phase. This consent document presented a general description of the research study, its possible risks and benefits, the confidential treatment of data, the expected time and place to carry out the implementation, the way results were to be used; and finally, the participants' rights (See Appendix E).

Sensitization. During this phase, the students from eighth grade were explained the reasons that encouraged me to conduct this study, its general and specific objectives and the benefits they could obtain in terms of motivation and language improvement. They were also clarified that their participation was voluntary and that their performance during this implementation would not affect their grades or their academic results, thereby ensuring a safe learning environment. Lastly, the students were given a brief explanation of the concept of learning strategies to raise their awareness before the implementation phase.

Implementation of the materials. The students from the institution usually interact with three different kinds of materials: a personal reading book that must be read during a semester, an international exam practice book that should be worked once bimonthly, and some grammar-oriented guidelines made by teachers that need to be worked in most of the lessons. The contents of the institutional English program are classified into conceptual, procedural and behavioral. For this reason, they are presented as language contents with pragmatic functions, but without any context or specific topic.

Considering these contextual characteristics, the intervention was carried out through six strategy and video-based worksheets (See Appendix B), each one devoted to a topic closely related to the language aspects worked during the implementation phase. Each worksheet was worked in a lesson of 1 hour and 40 minutes, once a week. The five stages of the learning strategy approach and the proposed MD framework were taken into account in each lesson.

Worksheet	Lesson	Videoclip Topic	Language content
1	1-2	The Lady across the Street	Sequencing discourse makers
2	3-4	The Emperor	Modal verbs for obligation
3	5-6	A Zombie World	Modal verbs for advice
4	7-8	Born to Be Warrior	Tag questions
5	9-10	American Superhero	Reported speech
6	11-12	The Mysterious Box	Passive voice

Table 1. Worksheets' Implementation Schedule

Chapter IV

Data Analysis

This chapter addresses the procedure I employed to analyze the data gathered through the implementation of strategy and video-based worksheets to enhance eight graders' listening comprehension. It also describes the categories that emerged from this data analysis which were enriched by supporting evidence carefully selected from the instruments used in this study.

Data Analysis Procedure

To collect and analyze the data, I adopted the grounded theory methodology developed by Glaser and Strauss (2017), who claimed that this methodology entails "the discovery of theory from data - systematically obtained and analyzed in social research" (p. 1). This means that the grounded theory is a systematic research methodology that helps the researcher generate theoretical insights from data collection and analysis.

In grounded theory, the researcher identifies concepts, phenomena and linkages between elements like keywords or short sentences to establish subcategories that can be grouped into larger and more meaningful categories (Charmaz, 2006). Consistent with this procedure, I established four main categories supported by the data obtained from different sources since, as stated by Corbin and Strauss (2014), in grounded theory "any type of written, observed, or recorded material can be used" (p. 7), which means that every single instrument used by the researcher is a valuable source of information to support the analysis.

With the purpose of reducing the data collected, I used the color coding technique that, according to Taylor and Renner (2003), entails assigning a different color to each identified element. In the same vain, Stottok, Bergaus and Gorra (2011) claimed that the color coding makes it simple to see which parts of the text belong to which category and the importance they

have to the researcher based on the number of cells this category occupies. This method is useful to validate the categories and subcategories and to find the information easily.

To guarantee the credibility and validation of the information gathered, I applied the data triangulation that was defined by Denzin (as cited in Dang, 2015) as a process in which several methods are used in the study of one phenomenon. Correspondingly, two forms of triangulation were utilized in this study: Firstly, the methodological one that, as asserted by Guion, Diehl and McDonald (2011), "involves the use of multiple qualitative and/or quantitative methods to study the program" (p. 2). By means of the methodological triangulation, the researcher can identify if all the instruments provide the same or similar conclusions. In light of this, I compared the data obtained from all the instruments to keep relevant and recurring aspects, discard the ones without supportive evidence, assess connection, and ensure accuracy.

With respect to the second form, theory triangulation, Denzin (as cited in Nokleby, 2011) stated that this is a way of "approaching data with multiple perspectives and hypotheses in mind" (p. 145). As affirmed by the author, in this kind of triangulation multiple perspectives or theories are used to interpret empirical data. Hence, I analyzed all the information I gathered in light of different theoretical views.

Research Categories:

I established four main categories after completing the procedure described above. Each category was divided into different subcategories as shown in the subsequent table:

Research question	Categories	Subcategories
How do the design and implementation of worksheets based on listening strategies and videos contribute to the development of	Novel and effective materials to engage in listening practice	Appropriateness of materials made listening activities engaging and challenging for students.
		New effective approach to listening practice through the designed materials.
	Affordances and limitations of video	Interest in the video made listening engaging but varied among students.

eight graders' listening comprehension?	for listening instruction	Characteristics of the videos posed certain challenges for listening practice.
	Student-paced performance and development of listening comprehension	Various degrees of performance in listening activities.
		Achieving improvement in listening comprehension.
		Drawbacks of repetition for listening instruction.
	Gradual use of listening strategies assured success.	Acknowledging the importance of listening strategies
		Differential use and purpose of the cooperating strategy

Table 2. Categories and subcategories of data analysis research

Novel and effective materials to engage in listening practice. This category focuses on the students' perception of the worksheets implemented and the importance of creating challenging and contextualized materials that contribute to the students' listening comprehension progress. Núñez, Pineda and Téllez (2004) highlighted that teachers need to create their own materials due to their immediate experience and contact with the specific interests, needs and expectations of their learners. Therefore, each worksheet was designed on the basis of the students' age and learning goals, as well as they consider the constraints and requirements of the institutional context.

Planning and selecting adequate materials was challenging because they had to include the language contents from the institutional syllabus in a variety of genres, text lengths, topics, voices and activities which, according to Wilson (2008), are essential to achieve balance in the English classes. In the same line of thought, Graham and Santos (2015) declared that materials must provide “activities that foster listening development of a kind that will prepare learners for listening beyond the classroom” (p. 95). This implies that the input needs to be congruent with the activities in a way that students are not deprived from facing challenges while listening. To this respect, Duarte and Escobar (2008) stated that the learners' interest is reduced when the activities do not challenge them cognitively or emotionally; hence, the videoclips that I included

in the lessons were neither too easy nor too difficult so that the students felt encouraged to work on the activities proposed.

After a careful selection of both the video input and the activities, the students' acceptance of the product-based listening approach resulted in two subcategories:

Appropriateness of materials made listening activities engaging and challenging among students and new effective approach to listening practice through the designed materials.

Appropriateness of materials made listening activities engaging and challenging for students. This subcategory focuses on the students' insights about the materials during the implementation. The purpose of designing suitable and meaningful materials that had a great impact on students' listening comprehension could only be achieved by considering some SLA principles that stem from the specific needs of the group because, as asserted by Núñez et al. (2004), "materials could lack a solid rationale if they are not constructed considering principles in which the teacher believes" (p. 131). These principles made possible that the materials were coherent, attractive, engaging, and relevant in terms of content. The following samples of the students' artifacts show how the materials structured the listening practice for the students:

Worksheet # 1: The Lady across the Street

Name: Melina Group: B08

General objectives: To give account of an oral narrative text through strategies use and simple sequencing discourse markers.

Specific objectives:

- To develop awareness of the importance of listening strategies to improve listening comprehension.
- To get updated with the new vocabulary that prepares and supports listening comprehension of the text.

Before listening

1. Strategy verification: When you watch a videoclip in another language, how do you think you can better understand it? What kind of strategies would you use? (you can answer in Spanish if you prefer to)

1. I will use strategies like: to see and hear and to see and hear.

2. I will use strategies like: to see and hear and to see and hear.

2. You are going to watch an animation videoclip about a secret love, discuss with a partner the following questions:

a. Have you ever kept a secret?
No, never, but my friend...
Yes, once on vacation I saw a girl they...
When I was in 7th grade I...
I liked a boy/girl from...
b. Why did you keep it secret? Have you tried to tell someone about it?
He/she didn't notice me...
I was shy...
My parents didn't let me...
I was afraid...
He/she had another relationship...

Taken from <https://youtu.be/g25l7m>

Designed by Marilyn Eiroa Penagos

Useful vocabulary

2. The comic history has some words that may be useful to understand the videoclip. Match each word to the corresponding picture.

1. CAPE
2. SPEEDING
3. BULLET
4. LOCOMOTIVE
5. LEFT
6. ICON
7. STEEL
8. PAL
9. JEWELRY
10. SCI FI
11. TREND
12. COMIC STRIP
13. POP MAGAZINE
14. ROCKETED
15. STRENGTH
16. CRASH ON
17. SOMEONE
18. CRUDE ART
19. NEWSSTAND
20. ISSUE
21. DISAPPEAR ON MY MIND

Designed by Marilyn Eiroa Penagos

(Students' artifacts, Before listening activities)

In this image, it is possible to see the ‘Before Listening’ part, which in the first worksheet includes a sensitization about the strategies students already use without being aware. Then, the materials present some questions to introduce the videoclip and generate connections between the students’ prior knowledge and the input they are going to receive. In the following image, we can observe some useful vocabulary activities such as matching images with words, word search puzzles, and unscrambling words using images as clues, and writing the word in sentences to facilitate the understanding of the listened input.

Before Listening

7. How do you think *predicting* and *topic identification* strategies worked for you? Share your insights with a partner and then your teacher.

Check your understanding

14. How do you think *listening selectively* and *cooperation* strategies worked for you? Share your insights with a partner and then your teacher.

Post-listening

14. Check your video-clip understanding by answering some questions:

a. Which were some of the etiquette rules that General MacArthur had to follow during the Emperor's visit?

b. Which of the rules mentioned were broken?

a. What was the Emperor's attitude?

Reconstruct the listening text. What do you remember?

(Students' artifacts, While listening activities)

This example demonstrates that the ‘While Listening’ section embraces activities like choosing the correct answers with image support, completing a dialogue, and ordering extracts from the videoclips. It is noticeable that all the tasks aimed at reinforcing strategies such as: predicting, topic identification and listening selectively. Clarifying and cooperating strategies were used after completing each listening exercise. Finally, in the last picture we can see the ‘Post-listening’ section, which was meant to prompt students’ general overview of the information listened, and to check what they actually understood from the text they listened to.

The following chart summarizes the students' perceptions regarding the materials as reflected in the answers to the self-assessment forms at the end of each worksheet:



(Self-assessment results concerning worksheets)

This graph shows the students' opinions and feelings concerning the materials implemented. The participants evaluated the worksheets in terms of their design, the use and development of strategies, the outcome feedback opportunities, the variety of listening activities, and the use of authentic language. According to the information provided in the self-assessment forms, the students consider that the worksheets included all the aspects mentioned above; however, feedback opportunities obtained a lower percentage, a characteristic that persisted along the implementation of all the worksheets.

In reference to the materials' design, the eighth graders expressed that the worksheets had an appealing layout, which is related to the principles suggested by Núñez and Téllez (2009) as they highlighted the importance of novelty, variety, attractive presentation and appealing contents to generate a positive effect on students. This is the first principle I bore in mind in response to the learners' lack of motivation towards the black and white testing books from the school, a novelty that students truly appreciated.

The way students interacted with the materials for the first time and the impact of its novelty on the group can be appreciated in the following excerpt taken from the field notes:

Ss. asked if they could write on the worksheets, they said they wanted to be sure before using the material since they thought I had made a mistake by giving them colourful printouts. When ss were told they could, they started to check the material and showed a lot of interest. [*sic*]

(Field notes worksheet No 1)

This instance demonstrates that the students were not used to writing in the institutional books and they were fearful of doing it in the new colorful worksheets. Therefore, when they discovered that the materials were a personal learning resource, they felt motivated. Likewise, appealing design that included colorful pictures and enjoyable activities positively impacted the learners and turned monotonous class routines into involving activities that generated great engagement. However, it is important to mention that some students stated their dissents in terms of the use of images in the activities:

Roberta: I liked them but, in some parts, there were like images and they didn't, I mean they were surplus.

Samantha: They were not necessary.

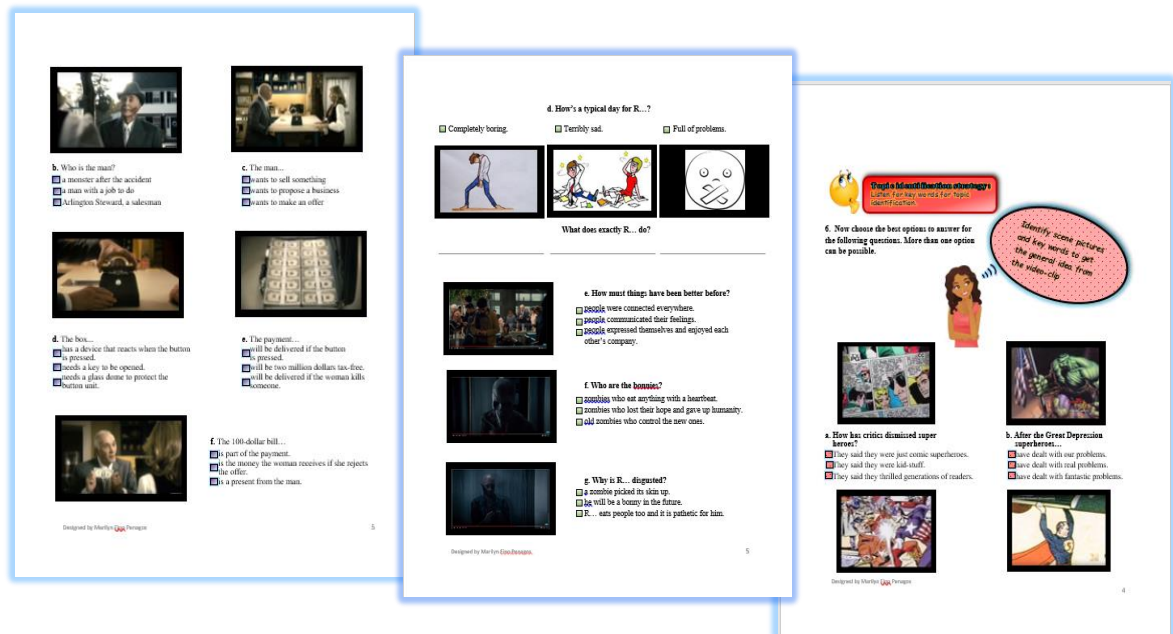
Roberta: Yes, they were not necessary. Like those pictures.

Rebek: They were also repetitive, I mean they had like the same things, but like colours changed. [*sic*]

(Focus group No 1)

This excerpt taken from the focus interviews shows that students assumed a critical view about what they considered an improvement for this kind of materials such as less repetitive pictures to illustrate the strategies. This also demonstrates the pertinence of assessing image or text reoccurrence in the materials to avoid redundancy and sustain motivation.

The visual stimuli of videoclips also played a crucial role in motivating students towards the listening activities. Rubin (as cited in Chung, 1999) argued that a “video can serve as a haven to enhance listening comprehension if it is selected so that it provides sufficient clues for information processing” (p. 295). In this sense, selecting appropriate videos was the starting point in the design of the listening materials. The following samples from the materials illustrate that the content of the videos was introduced to the students by means of pictures of the scenes in the worksheets:



(Students' artifacts, Video images included in the worksheets)

In this sense, the appropriateness of materials was achieved through the careful selection of an array of videoclips that exposed students to authentic use of the language. This was relevant to the learners because, before this pedagogical intervention, they had limited opportunities to interact with English speakers in authentic situations, which is related to Tomlinson's (2013) second principle as he stressed out the importance of authentic language in materials. To this respect, Chung (1999) stated that "videos expose students to authentic learning material and voices, dialects and registers other than the teacher's and provide cultural context for language" (p. 295). These features were present in this intervention since videoclips had different contents and voices displayed in movie shorts, animations and documentary formats.

In the following extract taken from the focus group interview, it can be observed how students expressed their thoughts about the use of authentic language in the videoclips:

Melisa: Yes, it's truth because in the KET (materials) they (voices) seem like they were computer teachers and that is like...so when one listens to them, it is common, one kind of understands, but they don't speak like in the audio since they pretend to speak like that, like fake. [sic]

(Focus group No 2)

This piece of evidence shows that a student noticed a significant change in the aural input of her listening practice, as well as she recognized the positive effect it had despite the challenge that authentic language posed. In this regard, Wilson (2008) asserted that “English lessons are preparation for real language use in the outside world” (p. 24); thus, videos were suitable resources that afforded students with tools to face real situations. Besides, the students’ exposure to real language in use avoids the over-protection of non-authentic materials denounced by Tomlinson (1994).

On the other hand, the topics from the videoclips were connected to the students’ background, which facilitated their understanding. Buck (as cited in Helgesen, 2003) pointed out that meaning is not in the text; on the contrary, it is constructed by listeners based on a number of different knowledge sources. The following examples taken from the materials show how the content of the video was linked to the students’ background by means of questions that demanded their own opinions and experience:

1. You are going to watch part of a documentary about comic superheroes. Discuss with your partner the following questions. You may use the words from the box.

animal control / bone claws / controlling weather elasticity / fire manipulation / flight / heat vision / immortality / invisibility / magnetic manipulation / mind control / radiation / super intelligence / super speed / super strength / time travel / understand all languages / x-ray vision


a. What are your favorite super heroes? Why do you like them?
b. What are their super powers?
c. Would you like to have a special super power? Which one would it be?
d. If you had a super power, would you use it to protect your city/people/family, or would you keep it secret?

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a. In ancient Greece, Spartans used to reject and kill all the handicapped children. The whole population consisted of healthy, strong people. What do you think about it?
*I completely agree/disagree because...
I don't agree since weak people...
I partly agree/disagree...*

b. Is it possible to train someone to be a king or a hero?
*No, it isn't because....
Yes, I think you can teach...
Maybe...*

c. Does a child need suffering to be brave and strong?
Yes, he does because



1. You are going to watch a movie clip about a mysterious box and a strange proposal. Discuss with a partner the following questions. You may use the words from the box.

a. Form the following chart, which 3 values are most important to you? Why?

*attitude gratitude morality communication honesty openmindedness
dignity faith independence patience empathy joyfulness respect
kindness sense of humor love forgiveness tradition discipline*

b. Of your life core values, which ones can't you compromise on?
c. How would these values influence your personal decisions for life affairs?

(Students' artifacts, Questions to activate background knowledge)

This connection was also evident in the following field notes excerpt, where the students expressed their interest in the videoclip contents:

Most of them asked for permission to use Spanish words since they wanted to share their ideas faster. Some even argued about the others' ideas and wanted to give their opinions. [sic]
(*Field notes worksheet No 4*)

With this instance, it can be noticed that the students were so involved in the topic, that they even forgot about the second language practice to favor the expression of their own ideas. According to Othman and Vanathas (2004), background knowledge "forms a foundation for listeners to connect new information to their existing knowledge" (p. 20). Hence, using videos based on contextualized topics was paramount to enhance the learners' input comprehension.

Furthermore, the lessons were perceived by students as relevant and useful (Tomlinson, 2011) since they comprised an assortment of challenging activities that fostered their listening comprehension. The following fragment taken from the group interview displays a student's perception about the materials relevance and usefulness:

Jack: ...I liked that because they (worksheets) were like designed for people of our age, they called our attention and are interactive, they are didactic, and one does not get bored, you always have to...
Owen: Know more.
Jack: Know more and do more things. [sic]
(*Focus group No 3*)

This example shows that meaningful lessons can be achieved through assorted and stimulating activities that lead the students to learning. It is also worth noticing the importance of incorporating listening practices to the institutional syllabus so that lessons are more significant and coherent; as stated by Yassaei (2012), "integrating videos into lessons creates enticing visuals and a special interactive environment in the EFL/ESL classroom" (p. 13).

In the same line of thought, materials promoted the students' self-investment, effort and attention, central features that according to Tomlinson (1995) enhance the learners' self-

discovery. In the subsequent excerpt taken from the focus group interviews, it is possible to appreciate that demanding activities engaged students during the lessons:

Jordan: It seemed to me that it was more entertaining because it was not the traditional black and white paper, just filling, filling, filling and doing the most one can, but one could ask our classmates and there were more things to do, not just filling in, but listening and different activities that didn't bore us. [*sic*]
(*Focus group No 2*)

It is evident that the incorporation of vocabulary and listening exercises demanded the students' self-investment and effort, a vital quality that according to Tsiplakides (2011) implies challenge along with reasonable and achievable goals.

New effective approach to listening practice through the designed materials. This subcategory focuses on the students' perception of the new approach to listening practice and the impact that the implementation had on their learning process. This approach leaves behind the product approach to listening, that according to Sheerin (as cited in Graham & Santos, 2015) is only focused on testing the listening skill. More specifically, it evaluates how the learners engage in listening, what difficulties they have, how they deal with those difficulties and how they apply learning from previous listening experiences in new ones (Graham & Santos, 2015, p. 19).

In line with this point of view, I considered a priority to foster the students' motivation as opposed to the traditional method they had been working with, in which all the activities were based on the training test-books and grammar-oriented guides that did not match the learners' expectations and needs. To begin with, the implementation of materials was a new experience for students that proved to be effective in terms of necessities and expectations fulfillment. The use of the SLA principles along with the listening strategy approach helped the participants not only to overcome their difficulties, but also to handle their frustration and lack of self-confidence. Problems that, as affirmed by Ableeva and Stranks (2013), are present because research fails in

discovering what second language learners at different ability levels actually face when listening.

Let me present an example that shows the students' perception concerning the new approach:

Melisa: I felt good in this listening in comparison with KET and PET listening. I understood it better and the video called more my attention. [sic]

(Assessment form in artifacts worksheet No 1)

In this extract, the student mentioned that the listening practice they used to have was focused on obtaining information and answering different kinds of questions, a product-oriented activity that, according to Ableeva and Stranks (2013), barely assists learners because is detrimental to processing. In this way, the students developed some habits that demonstrate a misunderstanding of what listening instruction entails, not to mention that these product-oriented tasks inhibited the second language production, as shown in the subsequent example:

They were afraid of talking in English and two of them even frowned at the exercise arguing they thought the activities were just listening. They progressively gained some confidence when they were reminded their grade wasn't going to be affected. [sic]

(Field notes worksheet No 1)

In this field notes sample, it can be observed that at the beginning the students were reluctant to write or talk. The learners had to be reminded that they were not going to be graded. However, there was a progressive change when the students started to build confidence and let go product-based habits that made them see mistakes as a failure rather than as a learning opportunity. This focus group sample illustrates how a student recognized this difference:

Sybil: Because it is like what we always have to do in the school, having stuff complete.

Jack: Yes ...for me, the school ... always seeks to get a grade according to what they see and not what we try to do, sometimes. And it is always a grade and not looking at the answers of... [sic]

(Focus group No 3)

This description of the traditional evaluation methods at the school contrasts with Graham and Santos' (2015) insights since they remarked that listening exercises are meant to train not to test, and the best practices are obtained by having learners do the activities more or less successfully. This also proves that focusing on results and giving more emphasis to the literal

meaning of the message rather than to the speaker's intended meaning lead to practices that produce boredom, panic or frustration (Cárdenas, 2000).

By the same token, the process-oriented materials for listening not only allowed the students to perceive a profound change with the new approach to listening, but also made them consider the idea of using similar materials for all their classes:

Melisa: ...I would really like they (materials) were included somehow in the plans because they are like more entertaining and better with the video and one gets more focused...

Ally: Well I think that this helped us a lot...classes should be more like the implementation... [sic]

(Focus group No 2)

This excerpt evinces that process-oriented materials had a positive impact the students' motivation and learning expectations. Finally, the eighth graders recognized that the materials implemented provided them with opportunities to interact with the language, as can be appreciated in the following excerpt:

Jack: Well, it was like, doing activities or studying different to the usual ways and, well, I liked that.

Owen: Yes, because classes were more interactive, so one focused more on the classes. [sic]

(Focus group No 3)

In light of this, the activities that demanded interaction aided the learners to take more risks in class and check their listening understanding. Underwood (1989) stated that "where the students have not formerly been successful, pair and group work helps to remove some of the feelings of isolation and anxiety" (p. 27). This clearly demonstrates the importance of interactive activities to boost the listening skill because in most of the cases the students felt interested in the exercises even when improvement was not promptly evidenced.

Affordances and limitations of video for listening instruction. This category focuses on the role that video input had during the implementation. With the purpose of creating an encouraging environment that favored the comprehension of language in authentic use, I considered the incorporation of videos since they offer richer clues for listening comprehension such as body movements, facial expressions, clothes, location, among others (Harmer, 2007).

This represents a good advantage for listeners because the background information can be filled with these visual features.

Regarding video sources, Wilson (2016) described a wide range of genres that embrace film trailers, advertisements, documentaries, comedy series, animation, talk shows interviews, game or quiz shows, and film clips. I resorted to the use of videoclips because they are entertaining, dynamic, dramatic and full of cultural content, aspects that were consistent with the students' interests and language needs. These advantages along with the ready-made context and the variety of topics that videoclips provide, facilitated the design of activities centered on the listening practice.

This category is divided into two subcategories: *Interest in the video made listening engaging but varied among students* and *characteristics of the videos posed certain challenges for listening practice*.

Interest in the video made listening engaging but varied among students. This subcategory deals with the role of videos along the implementation. According to Ur (1984), "the teacher should choose her material carefully, taking into account its length, level, and intrinsic interest value for the students" (p. 67). Hence, I selected suitable and appealing videoclips on the basis of the students' interests and preferences. The following chart displays the learners' points of view in regards to the videos selected:



(Students artifacts, self-assessment results concerning video)

It can be observed that most of the participants consider that the videos used were appealing and provided visual elements that facilitated comprehension. The aspects that presented a lower percentage are related to the degree of comprehensibility of the spoken language, which is also positive because materials should include a level of difficulty so that the learners feel challenged.

It is well known that videos provide enjoyable and meaningful input when they are based on good stories or interesting topics. Thus, I chose videoclips rich in content that offered plenty of visual reinforcement to the spoken text and matched somehow the language topic the students were working on. The following screenshots depict the variety of videoclips used in class.



(Students' artifacts, Videoclips' screen shots)

These images are a sample of the contents worked through the videoclips, which ranged from trendy topics like comics and zombies to controversial issues like types of upbringing and value testing. As this kind of visual material "is a source of exposure for learners to language and culture." (Rico, 2011, p. 130), the topics from the videos were addressed by keeping in mind both the culture and ideology theory of the nature of language, and the value-orientation from the institution. During the intervention, the students were motivated to establish a connection between the culture presented in the videoclips and their own reality, and to question -to some extent- their beliefs and value system.

Additionally, although emphasis was given to comprehension, each videoclip was linked to a language aspect to articulate the listening practice to the previous classes. To this respect, Goctu (2016) affirmed that “often the student is not motivated because the topic is irrelevant; the activity is not appropriate to the student’s level; or the content of the class is not related to student’s reality” (p. 69). The following extract taken from the focus group interviews shows the students' reactions and special interest in the different topics proposed in the videoclips:

Jordan: Videos for me were entertaining, with some topics one may like as the one of the comics, the one of the world war, I did like those topics. [sic]
(*Focus group No 2*)

This example demonstrates that the student liked the topics proposed, which facilitated his understanding of the aural input. Canning-Wilson (2000) affirmed that videos present different themes that can be discussed in class, as well as they afford comprehensible input through contextualized models of language use, which in this case contributed to create an engaging atmosphere in the classroom. In addition, this resource was particularly appropriate for young learners because of its combination of color, action, captivating characters and story lines. Nevertheless, it is necessary to mention that some students expressed their dislikes for certain topics, as it can be appreciated in the following instance:

Roberta: I didn’t like the one of the comic, I didn’t like it since I do not get into those kinds of topics. And my favourite was the one of Zombie World, and the one of which one? 300? [sic]
(*Focus group No 2*)

This example reveals the importance of including a wide range of options so that all the students find something that calls their attention. In this regard, Goctu (2016) claimed that it is fundamental to give priority to the videos whose topics we think our students may be interested in, avoiding boring or over-theoretical subjects. The following extract from the focus group interview serves as an example of the learners’ engagement to the videos:

Melisa: Videos were also very nice, and people lingered so much that instead of stopping ongoing attention, they even paid more attention to see what happened and so on, so that motivated people instead of just listening and that's all because one get bored a lot with that kind of exercise. [sic]
(*Focus group No 2*)

This excerpt illustrates the positive effect of videos on students' responsiveness, which confirms the great advantage video offers in terms of teaching management. Concerning the benefits of using videos in the language classroom, Harmer (2007) pointed out that the images they present are dynamic for learners with short attention spans because even during dialogue pauses, there is always something happening. However, Ur (1984) declared that due to the fact that videos are "associated in the students' minds with pleasurable recreation" (p. 66), it is paramount not to consider this resource only as a medium for entertainment so that uncritical and lazy treatment are avoided. As a result, Harmer (2007) suggested some techniques that might be used to enhance the development of the listening skill and the language learning: playing the video without sound to discuss and guess what the characters are saying, freezing the scene to predict the action or the language that will be used, rewinding videos at different points and playing them again to verify guesses, assumptions, predictions and appropriate listening comprehension. The following field notes excerpt demonstrates how expectation was generated through the use of these techniques:

Ss. were very interested in knowing the conclusion of the story, some of them got angry at the ones who were commenting. [sic]
(*Field notes worksheet No 1*)

These example shows how the students' interest was increased by using some of the techniques advocated by Harmer (2007), which also allowed me to get the most of this visual source. Moreover, it was evident that when the video's contents and the students' preferences concured, the learners' enthusiasm and enjoyment increased, as displayed in the subsequent instances:

Owen: There was one I liked a lot, the one of the superheroes because we learned how all the process was, how they were created and all about that. [sic]

(Focus group No 3)

Roberta: I didn't like the one of Hirohito, but later I liked the topic because after the implementation, I saw a documental about it, so I liked the topic, but not the video. [sic]

(Focus group No 2)

These extracts show how the contents triggered the students' desire to learn more about a topic of their interest and how videoclips were at some point experienced as a means to obtain new information. This also evinces that information is accessible to the learner because the audio and visual input of the videos are readily contextualized, which not only involves the students' emotions, tastes and values, but also their intellectual abilities (Garza, 1996). Furthermore, Ur (1984) asserted that the knowledge the students may have from sources different from the heard passage itself may be brought into play during the video screening. In the following fieldnotes excerpts, it is possible to see how video recognition and pair recommendation raises interest and motivation:

They showed the usual interest at the beginning of the video. One student said it was a "very good movie" and wanted to tell everyone about it. [sic]

(Field notes worksheet No 6)

It can be noticed that despite some of the videoclips were recognized by the students, their attention did not diminish since this sense of acquaintance made them feel more comfortable with the listening challenge.

Characteristics of the videos posed certain challenges for listening practice. This subcategory focuses on the students' perception about the videos' level of difficulty. Choosing appropriate audiovisual materials according to the learners' interests and level was not a simple task. As previously mentioned, the videos contained authentic language; hence, their speech was made "for native or competent speakers of English with no concessions made for the learner" (Harmer, 2007, p. 134). The following example illustrates that despite the input from the videos was challenging for the students, they liked the use of authentic language:

Ally: It was an understandable English, I mean, the level of difficulty was not very difficult, but as we were moving on, they were a bit more difficult, and I liked that because, when one is watching a movie in English, it is not going to be as slow as the way we are used to watch the videos at school. [sic]
(*Focus group No 2*)

This extract shows that the learners were aware of the importance of being exposed to authentic language because it prepares them for real situations and helps them overcome their difficulties regarding listening comprehension. Such difficulties of real language use were described by Wilson (2008) as messier, less complete and less ordered than the scripted dialogues. Likewise, certain aspects of authentic speech like high syllable rate per minute, difficult vocabulary, complex sentence structures, hesitations, fillers, false starts, interruptions, density and length represented a disadvantage for low-level students. In the following notes taken from the assessments, it can be observed that understanding the videos was challenging for the learners because of their speed and vocabulary.

Ally: The video was quite fast and sometimes I did not understand some words. [sic]
(*Assessment form in artifacts worksheet No 1*)

Concerning the learners' difficulty to understand all the input presented in the videos, Ur (1984) asserted that the information is not clearly received by the listeners because of an interference. According to the scholar, such interference:

may be caused not only by outside disturbance, but also by a temporary lack of attention, or by the fact that a word or phrase was not understood because it was mispronounced or misused or because the listener simply did not know it. (p. 7)

As the participants of this study were not native speakers, it was difficult for them to cope with new vocabulary. Besides, keeping focused on the aural input that was unfamiliar for them. However, understanding the videos was not a hindrance for all the students. Let me display an example if this:

Cloe: It had a slow English easy to understand, it was interesting and attractive. [sic]
(*Assessment form in artifacts worksheet No 6*)

This excerpt reveals that some students perceived the listening input as easy and suitable for the level. The difficulties caused by the speed of authentic language were overcome by means of the appealing content, achievable activities and listening strategies. I consider that the videos used in class were understandable for the learners because they were not specialized, exotic, or very culture-bound (Ur, 1984). Moreover, the videoclips had a reasonable level of difficulty in terms of vocabulary because, as stated by Cárdenas (2000), an over-emphasis of vocabulary work leads students to focus on the language word by word, but a lack of it may generate panic. Therefore, previous vocabulary activities and achievable exercises contributed to overcoming the listening difficulties and frustration.

Student-paced performance and development of listening comprehension. This category addresses the way students coped with the listening activities proposed during the intervention and how they enhanced their listening comprehension despite their different level and skills. Yagang (1994) claimed that “some teachers think that listening is the easiest skill to teach, whereas most students think it is the most difficult to improve” (p. 6). This contradiction demonstrates the need to understand what listening implies, why it may be difficult for foreign language learners, and how such difficulties can be solved. Theory about listening comprehension helps us to better recognize the factors associated to this process and the way they emerged during the intervention.

To begin with, Goss (1982) affirmed that to attain listening comprehension individuals try to construct meaning when they get the information from the listening source. Similarly, Nadig (as cited in Gilakjani & Ahmadi, 2011) asserted that listening comprehension entails processes like understanding and making sense of the spoken language. In this way, I afforded students with different types of input so that they got familiarized with the accents of different native

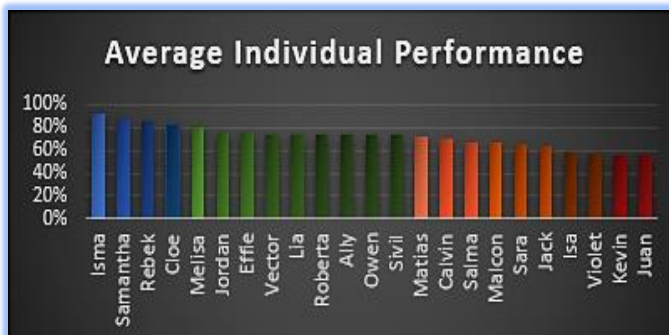
speakers and were able to understand the videos more easily. Despite this kind of input was challenging for the students, they showed a progress in understanding the language at normal speed and in natural conditions which, as stated by Chastain (1971), is the goal of listening comprehension.

In the same line of thought, Anderson and Lynch (1988) sustained that listeners activate various types of knowledge when they try to understand oral messages. Likewise, Nunan (1998) claimed that listening involves deciphering and constructing meaning from both verbal and non-verbal messages. In this regard, association of the listened information occurred when the students' background and linguistic knowledge were activated through activities that encouraged them to review words and expressions or to delve into their thoughts, opinions and attitudes before watching the videos.

Three subcategories related to the learners' performance, improvements and use of repetition to foster the listening comprehension emerged from this category: *various degrees of performance in listening activities, achieving improvement in listening comprehension and drawbacks of repetition for listening instruction.*

Various degrees of performance in listening activities. This subcategory deals with the students' differences in terms of performance and completion of listening activities. According to Vandergrift and Goh (2012), listening is perceived by many learners in different contexts as the skill in which they have the least control because recorded messages cannot be listened to at a slower speed and repetition is not even feasible in conversation. These facts hinder listening comprehension since, as stated by Gilakjani and Ahmadi (2011), the listener must understand the text, retain information in memory, combine it with what follows, and adjust comprehension by linking the previous knowledge and the new information in a short period of time. Therefore,

variations in skill for each task may result in different listening comprehension degrees as a whole. The following chart displays the different levels of performance that the students had when doing the listening activities:



(Students' artifacts, self-perception of listening activities' performance)

e. He was taught that death in the battlefield was the greatest glory.
 f. He was taken from his mother and plunged into a world of violence.
 g. He was manufactured by 300 years of Spartan warrior society.
 h. It was called the agoge.
 i. The boy was punished by the rod and lash.
 j. He was taught to show no pain or mercy.
 k. He was constantly tasted.
 l. He was tossed into the wild.
 m. He was left to pit his wits and will against nature's fury.

10/13

(Students' artifacts, sample self-grading of listening activities' performance)

The information about this performance was taken from the students' artifacts since each one of them was asked to write the number of correct answers they had after the last input repetition and before they used cooperating and clarifying strategies. Based on the diagram, the students' correct answers ranged from 92% to 56%. This difference was even more noticeable in the open responses taken from the artifacts, where it is possible to see encountered perceptions concerning the students' comprehension of the videoclips:

Leah: It is easy to understand and slow which let me understand easier. [sic]

(Assessment form in artifacts worksheet No 1)

Malcon: I noticed the audio of the video was quite fast and it did not let me solve some exercises since I did not understand. [sic]

(Assessment form in artifacts worksheet No 5)

These examples show that some students perceived the listening input as easily understandable and slow, while others considered it was fast and difficult. To this respect, O'Bryan (2009) claimed that learners have a penchant for their teacher's accent or a standard English, which prevents them from understanding other speakers with different accents. Besides, Yagang, (1994) and Goh (2000) agreed on the fact that listening for long periods of time is a

tiring task since second language listeners may have concentration problems, thereby storing content in the short-term memory and interpreting information before it is displaced by new input.

As stated above, there were also students who answered the listening exercises faster and expressed that the input was easy to understand. Goh (2005) mentioned that this type of learners are expert listeners who are characterized by being competent, skilled, advanced, active, strategic, proficient, effective, etc. The author stated that expert second language listeners have a complex knowledge of the language system and exploit grammatical, phonological and lexical cues to process spoken language from the level of word recognition to discourse organization. Other features that describe expert listeners is that they use the listening context to make interpretations, as well as they resort to cognitive, metacognitive, social and affective strategies for enhancing comprehension. All these aspects highlight the importance of reinforcing language aspects, linking background and contextual knowledge, teaching strategies and having a process-based focus to lower the learners' anxiety and help them improve their listening skill. The following extract taken from the focus group interview exemplifies that not taking into account these aspects might cause anxiety.

Salma: I'm actually really bad, but there was a guideline that stressed me a lot because I could not get it well, I got really stressed...

Interviewer: Which one? Which one did you get stressed with?

Salma: Like the third? the fourth one?

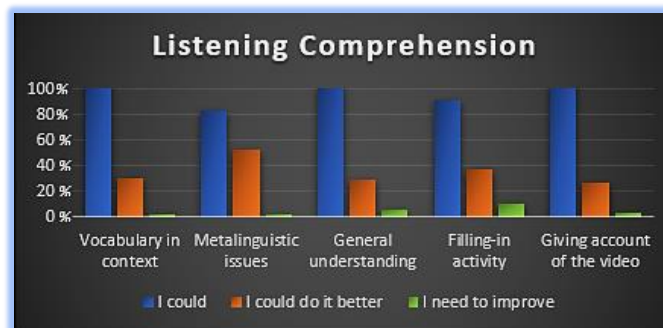
Sybil: The one of the zombies. [sic]

(Focus group No 3)

This instance also shows that the student's self-perception about her own skill is poor. In this regard, Graham and Santos (2015) stated that learners' levels of anxiety, motivation and self-efficacy are associated with listening difficulties. Another fact that could affect listening comprehension was described by Martínez (as cited in Kilickaya, 2004), who stated that authentic

materials might include too many mixed structures that make the learners feel de-motivated and frustrated because of their lack of lexical and grammatical knowledge. In other words, frustration and anxiety are both cause and result of listening difficulties and they can be reduced with materials and exercises that suit the students' level. This last feature was decisive to achieve improvement as it is described in the next subcategory.

Achieving improvement in listening comprehension. This subcategory explores the students' perception about their own performance and achievements throughout the completion of the listening lessons. The following chart demonstrates that most of the students could recognize the vocabulary in context, become aware of metalinguistic and contextual issues, understand the general traits of the story, complete the filling-in activities and give account of the video they watched and listened. We can also observe that the learners became aware of their own difficulties, which were more evident in the filling-in exercises.



(Students' artifacts, self-assessment results concerning listening comprehension)

6. Watch the first part of the movie clip. Is the scene scary or funny?
Funny

7. Listen again and complete R's advices

a. I should get out more. 3/4

b. I should eat better.

c. I should Posture stand up straighter.

d. I shouldn't conflict members so hard on myself.

(Students' artifacts, corrections after clarifying strategy use)

In the subsequent instance taken from the focus group interview, a student expressed the way she overcame difficulties through the intervention:

Sybil: Well, listening always went wrong for me, but I think that after the implementation, I think I have improved because I have been able to understand the last videos we have seen better, I have already been able to understand them better than the first ones. [sic]

(Focus group No 3)

In reference to the influence of materials on the improvement of the learners' listening comprehension, Ur (1984) asserted that all the tasks should be success-oriented and appropriately graded in terms of language and listening so that they motivate the students and ensure the effectiveness of the listening practice.

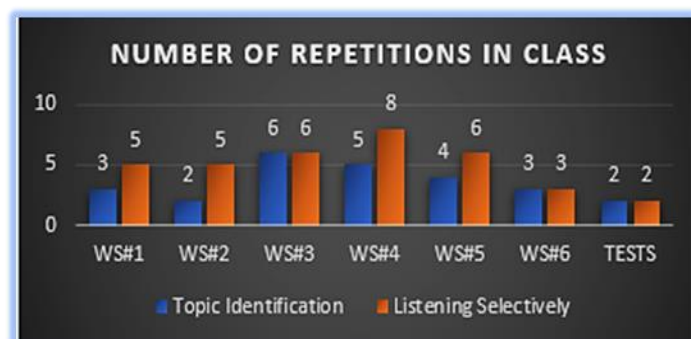
Another aspect that contributed to the students' listening comprehension improvement was making students evaluate their own performance and check their answers through cooperating and clarifying strategies. To this respect, Gilakjani and Ahmadi (2011) stated that immediate feedback on students' performance promote their error correction and help them develop their confidence in listening exercises. Likewise, Ur (1984) asserted that feedback is vital to keep activities purposeful since listeners can get more benefit from it. Conversely, if feedback is given too late, the actual words that the listener heard become vague and he/she won't have the possibility to know where and why mistakes occurred.

Finally, it is worth mentioning that the students' performance in the worksheets compared to their performance in the listening tests showed great improvement despite the fact that they could not ask for help and had only one chance of input repetition. The following extract from the focus group interview evinces that students gained confidence through the experience:

Jordan: I felt more confident doing those tests because before it didn't seem to me that easy, or when filling in the blanks, one had to listen five, six times, but I did it there the first time and the second I could verify that it was fine. [sic]
(*Focus group No 3*)

In this example it is possible to see how students assumed the tests. The traditional anxious and passive attitude was changed since the learners were curious about the videos they were about to watch, read the instructions without being told to do so, and some even commented they knew in advance the way in which they could solve each test according to the strategies.

Drawbacks of repetition for listening instruction. This subcategory addresses the role that repetition played in the students' listening comprehension. In general terms, when the eighth graders had difficulties to solve the tasks, the input was repeated as many times as it was required. O Bryan (2010) and Jensen and Vinther (2003) pointed out that repetition provides more time to process new information and reformulate hypotheses about language and meaning. This means that repetition contributes to listening comprehension because it gives the listener more opportunities to make sense of the new information and to rearrange confusing language forms. The following diagram shows the number of repetitions that students had in the two main listening activities, each one addressing a specific strategy:



(Students' artifacts, number of repetitions)

As the input was repeated according to the learners' needs and demands, it is evident that the students had more difficulties to do the exercises where they had to apply the listening selectively strategy, especially in the worksheet number 4. The following excerpt taken from the open answers of the artifacts demonstrates that repetition was useful to boost understanding:

Samantha: Comprehension was quite difficult, but context and repetition helped a lot. [sic]
(Assessment form in artifacts worksheet No 1)

Nevertheless, it was observed that elementary students experienced fatigue, and pre-intermediate students got bored of the repetitions. The subsequent example displays the students' progressive loss of interest after a certain number of input repetitions:

Rebek: Well, some things were nice, but some others were kind of boring, each time the videos were repeated, we didn't know what to do because we had already finished. [sic]
(*Focus group No 1*)

According to Robinson (2003), repetition can be exhausting for the listeners since "failure to sustain attention to a task and maintain the level of effort expend results in a decline in performance over time" (p. 652). The author also explained that this failure may be caused by a prolonged time doing an exercise or the complexity it has. This coincides with Ur (1984), who affirmed that listening to and interpreting unfamiliar sounds, lexis and syntax for long periods of time is more tiring than reading or writing since the listener does not set the pace, and the breaks may not coincide with the time the listener needs.

In light of this, there was a contradiction between the number of times that students asked to repeat the videos and the fact that they got bored of watching these videos again. Ur (1984) explained this issue as a tendency of many foreign-language learners who work harder than necessary aiming for the accurate perception and interpretation of every word they hear. To solve these difficulties, O Bryan (2010) suggested providing repetition, but dividing long and complex texts into smaller duration units both to enhance recall and to help second language listeners perform complex tasks by doing one subunit at a time. This alternative was also supported by Rost (2002), who argued that a way to achieve greater listening comprehension without altering the original text was chunking the input. In this sense, giving a moderate number of segmented repetitions may be enough for the students to understand the input and complete the exercises.

Gradual use of listening strategies assured success. This category is centered on the use of strategies to attain listening comprehension. According to Vandergrift (1999), authentic texts can be more accessible for learners in early stages through the use of listening strategies, which make their listening process more relevant and interesting. Correspondingly, from the beginning of the intervention, the eighth graders were encouraged to use listening strategies to complete the

exercises and evaluate their success. Likewise, Graham and Santos (2015) explained that providing enough practice instead of testing the students' listening abilities creates a favorable context for the acquisition of useful listening strategies. In fact, students' exposure to listening experiences and the use of strategies favored interaction and self-evaluation, and in turn fostered the listening comprehension.

This category was divided into two subcategories: *acknowledging the importance of listening strategies* and *differential use and purpose of the cooperating strategy*.

Acknowledging the importance of listening strategies. This subcategory demonstrates that the learners were able to overcome their weaknesses in terms of listening comprehension thanks to the use of strategies. To begin with, it is possible to affirm that the listening strategies were a challenge for the students because initially they were reluctant to check their use and had to make an effort to understand them correctly. Let me present an example of this:

They didn't pay attention to the listening selectively strategy, even when I showed an example. They wanted to start with the video exercise at once. [sic]
(*Field notes worksheet No 1*)

This excerpt demonstrates that the students' eagerness to watch the video made them ignore the strategies. However, these habits were progressively changed by means of strategy modeling and practice. To this respect, Graham and Santos (2015) asserted that learners do not necessarily know how to apply strategies effectively if they are not taught possible ways of engaging in those practices. Therefore, it is important to show students how to apply strategies by modelling them. In this way, awareness of their own thinking and learning processes will rise. The following example reveals that strategy instruction was significant for the learners since they could solve comprehension problems while listening:

Calvin: Strategies helped me to finish all the activities. They were good since I chose the key words to better complete the activities. [sic]
(*Assessment form in artifacts worksheet No 3*)

The next transcript taken from the focus group interviews also corroborates the crucial role of strategies to overcome comprehension difficulties:

Melisa: Well I think it was very good because we don't usually know how to answer ...complicated topics... it always goes wrong, but with these strategies, it is easier, and one is not that lost in all the topics that are going to be taught. One may apply them in everything we can do in class...with this I feel I did improve. And if you teach us every year strategies like these ... we will already know how to answer...[sic]
(*Focus group No 2*)

With this instance, it can be appreciated that the students acknowledged the usefulness of strategies during the listening practice. As highlighted by Rost (2002), understanding potential benefits of strategies imply awareness of their use and opportunities to experience their effects.

Differential use and purpose of the cooperating strategy. The listening worksheets implemented during the lessons included an exercise where learners had the chance to share their answers and support each other. These activities gave the students a new perspective about learning and helped them develop their self-esteem. However, as there were both differences in the level of students, and old misconceptions concerning the listening practice, students experienced some difficulties when applying this strategy:

Four ss. just waited for the others to finish to ask for the answers. [sic]
(*Field notes worksheet No 5*)

Two pre-intermediate ss. said it was not useful since they had to give their answers to the others without receiving any useful contribution. [sic]

(*Field notes worksheet No 6*)

These examples show that some pre-intermediate level students felt uncomfortable when helping their elementary classmates because they corrected their answers without making an effort to solve the exercises. In this regard, Ngo (2016) declared that it is important to change the role of the students from passive and dependent to active and independent, since this kind of situations along with demotivation are the consequences of teacher-centered methods that only focus on the product; that is, listening and answering. Despite this fact, the cooperating strategy

was also perceived by many students as beneficial for their listening comprehension, as we can observe in the subsequent examples:

They liked a lot comparing their answers since they are usually asked to do the listening exercises individually and it made them feel more confident. Some ss. said that through clarifying and completing missing answers, they could understand more. [sic]

(Field notes worksheet No 1)

Jordan: The one that was more useful for me was cooperation because one way or another I could finish many activities that I had not been able to finish alone or to see if it was correct or not. [sic]

(Focus group No 2)

It is evident that students enjoyed working in a different way from the one they were used to, because they could take advantage of interaction. On this matter, O'Malley and Chamot (1990) stated that cooperating is a useful strategy when solving listening comprehension activities since it aids students to "solve a problem, pool information, check notes, or get feedback on a learning activity" (p. 45). This kind of support was also perceived as an essential tool because, as pointed out by Underwood (1989), pair and group work contribute to reducing anxiety feelings associated to unsuccessful listening processes, which was a remarkable feature to motivate students despite their difficulties.

Chapter V

Conclusions and Pedagogical Implications

This chapter comprises the main conclusions and implications of this study considering the research question: How do the design and implementation of worksheets based on listening strategies and videos contribute to the development of eight graders' listening comprehension? It specifies the implications for the EFL community, the school, the students, and for me as a teacher, researcher and materials developer. It also describes the limitations found along the process of this study, as well as some possible research questions for future research.

Conclusions

The design of worksheets based on listening strategies and videos was highly beneficial for students since these materials offered them the opportunity to improve their listening comprehension through both exposure to language in authentic use, and strategy-oriented exercises. Despite the students faced listening comprehension difficulties, they increased their motivation and willingness to participate because of a balance in the use of activities that demanded attention and effort, and activities that fostered interaction and cooperation.

Another decisive factor to engage students and enhance their listening practice was the careful selection of input keeping in mind their level, needs and interests. These contextual factors were also considered in the appealing design of materials that made video texts understandable to students by means of colorful scene pictures, involving activities and relevant contents. A motivational feature that Rost (2002) established as a priority in lesson planning is “to ensure successful learning experiences that will encourage wanting to learn the language” (p. 19). In this case, using contextualized materials and video clips motivated the learners towards the development of their listening skill.

Materials were facilitators of the students' listening practice because, unlike the institutional testing books that centered the listening improvement on results, they had a process-based focus that led students to think about their own listening performance and progress. Activities that generated connections between the learners' background knowledge and new input, as well as the integration of listening with other language contents that students were working on their regular classes, not only improved listening comprehension but also made lessons more significant and coherent. A fact that was perceived by students as a new experience that must be sustained and extended to other language skills.

By the same token, the use of videoclips had a positive impact on the listening practice since most of the time students showed enthusiasm and enjoyment for the contents as they were linked to their interests and preferences. Advantages that were largely described by Willson (2008), who concluded that "for young learners, video, with its combination of colour, action engaging characters and story lines, is particularly appropriate" (p. 49). Thus, dynamism of images and topical context were especially attractive for the participants of this study.

The audiovisual input was selected based on the following factors: authenticity, usability and motivation. This set of characteristics made the learners' experience enjoyable and facilitated the listening comprehension of authentic language; aspects that students really appreciated since they changed their way to assume the listening activities and prepared them for real life interaction.

Regarding comprehension, the use of authentic materials was challenging for the learners as they showed some difficulties in a greater or lesser degree. According to Underwood (1989), such difficulties might have been produced by anxiety, which is caused by a lack of control in input speed, limited vocabulary and language knowledge, concentration problems, and short time

to retain and process information at normal speed. However, most of the students were able to overcome these hindrances and achieve listening comprehension thanks to the contextual elements provided by the materials. The activities afforded the learners with opportunities to review words and expressions and to activate background and linguistic knowledge, as well as they fostered the use of strategies and promoted cooperation. Another strategy used to facilitate the listening comprehension was repetition that, according to O'Bryan (2010), helps the learners with short-term memory retention. Input repetition had a double effect: on the one hand it aided the eighth graders to complete most of the listening activities; and on the other hand, it caused fatigue in elementary level students and boredom in the pre-intermediate ones. This fact led me to conclude that dividing long texts into smaller duration units and moderating the number of segmented repetitions according to the language level of students is paramount when working on listening activities.

Finally, concerning listening strategies, it is important to mention that some product-based misconceptions and habits like answering mechanically or behaving selfishly and competitively during the completion of the activities required harder work on the modeling strategy. However, overcoming behaviors like neglecting the strategies, being dependent of more skilled listeners, or delaying assistance to less skilled ones was rewarded with greater student's confidence and autonomy towards the end of the intervention.

Pedagogical Implications

The relevance of this study is reflected in different pedagogical areas. First, it encourages the EFL teachers to consider the importance of a listening teaching approach that involves helpful strategy support and authentic input exposure to prepare students for real-life communicative situations. Second, it proves that teachers as materials developers can integrate the listening

practice to daily lessons and generate genuine interest through the design of materials that meet the contextual requirements. Third, it demonstrates that teachers should not focus on evaluating listening but on teaching this skill. It evinces the imperative need of teaching-research practices to find out how listening and other language aspects can be improved. Fourth, it raises students' awareness of the significance of assessing their own learning process and developing strategies. Finally, it may have a positive impact on the institution where this study took place because the academic community might obtain great benefit from both the approach and the materials used. In fact, the administration of the school valued the contribution of this study and considered its implementation in various grade levels (See Appendix F).

Limitations

The main limitations of this study were related to time since selecting suitable audiovisual materials is an enjoyable but time-consuming task that requires long hours of hard work. Moreover, private schools usually have a lot of institutional activities that restrain the possibilities to do extended interventions. These constraints of time and the fact that video input required several repetitions, made necessary to devote more lessons to achieve the objectives proposed. Finally, differences of language proficiency levels were really marked in the participants, which posed a real challenge to select input materials that were suitable for all.

Further Research

Based on the results obtained in this study, I suggest the following questions for further research: How do the design and implementation of multimedia and strategy-based resources influence making inferences and assuming critical stands of listening comprehension? How do the design and implementation of worksheets based on strategies and television advertisements impact critical listening comprehension of a group of advanced language learning level?

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Appendices**Appendix A: Entry Survey**

Date: _____ Age: _____

1. ¿Cuál es la habilidad que más se te dificulta del inglés?
a. reading b. writing c. listening d. speaking
2. Hacer actividades de comprensión auditiva para mí es...
a. muy fácil b. fácil c. difícil d. muy difícil
3. ¿Cuál de las siguientes formas prefieres para practicar tu comprensión auditiva en inglés?
a. Escuchar al profesor cuando te habla
b. Escuchar a un hablante nativo
c. Escuchar audios
d. Escuchar y ver los hablantes en video
4. Cuando escucho programas de televisión y películas en inglés...
a. no entiendo nada.
b. reconozco algunas palabras o expresiones.
c. entiendo algunas frases y vocabulario familiar.
d. entiendo las ideas principales.
e. entiendo todo.
5. Cuando me dicen que habrá una actividad de escucha en inglés me siento...
a. seguro b. ansioso c. motivado d. aburrido
e. otro: _____
6. Los materiales que se utilizan para las actividades de comprensión auditiva son:
a. muy útiles b. poco útiles c. atractivos d. poco atractivos
e. otro: _____
7. ¿Qué tipos de videoclips te gustaría trabajar en la clase de inglés? Elige dos opciones:
a. entrevistas b. documentales c. tutoriales d. películas
e. animaciones f. presentaciones g. reseñas h. detrás de escenas.

Appendix B: Strategy and video-based worksheet sample

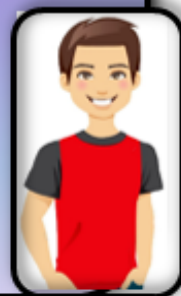
Worksheet # 6: The Mysterious Box

Name: _____ Group: _____

General objective: To identify and understand the first and second conditional in context through listening strategies use.

Specific objectives:

- ✓ To get enough information and vocabulary related to the videoclip to prepare and support the listening comprehension activities.
- ✓ To strengthen knowledge concerning how to use first and second conditionals.
- ✓ To understand the general idea of the oral text through the vocabulary and context given in the video-clip.

**Before you listen**

1. You are going to watch a movie clip about a mysterious box and a strange proposal. Discuss with a partner the following questions. You may use the words from the box.

a. Form the following chart, which 3 values are most important to you? Why?


+	attitude	gratitude	morality	communication	honesty	openmindedness	
	dignity	faith	independence	patience	empathy	joyfulness	respect
	kindness	sense of humor	love	forgiveness	tradition	discipline	



b. Of your life core values, which ones can't you compromise on?

c. How would these values influence your personal decisions for life affairs?

Useful vocabulary

2. Here there is a list of words that may be useful to understand the videoclip. Unscramble the letters to make the word that matches the picture. First letter is already given:

	a. rpsooted <u>d</u> _____		b. hacs <u>c</u> _____
	c. teatpied <u>a</u> _____		d. trhiegfnf <u>f</u> _____
	e. oepeenvl <u>e</u> _____		f. reevild <u>d</u> _____
	g. deom <u>d</u> _____		h. eangterua <u>g</u> _____
	i. nepymta <u>p</u> _____		j. emorelpy <u>e</u> _____
	k. nhsadub <u>n</u> _____		l. rinostitcer <u>r</u> _____

	m. isleadtt s <u>d</u>		n. xat efre <u>t</u> <u>f</u>
---	--------------------------------------	---	---

3. Now complete the following sentences using some of the previous words:

- The _____ is valid from the date we _____ the product to the customer.
- This is a _____ - _____ zone intended to encourage economic growth.
- A legal _____ to manage chemical products is necessary to protect workers' health.
- I don't have any credit card, I usually pay with _____.
- Kate's _____ is a man of great _____, he usually has two big sandwiches for lunch.
- Workers must give 14 days' notice to their _____, explaining the _____ and reasons of their absence.

4. How do you think these words are used in the documentary? Share it with a partner.

While listening

Taken from: <https://1337x.to/watch/video/KxP-the-boss.html> min. 13:50



Predicting strategy: Use previous knowledge to predict what will be said.

5. Watch the first part of the movie clip. You have just received the visit of a total stranger who gives you a mysterious box with a button and makes an offer to you:

"If you _____
two things will happen. First, someone will

Second, you will _____
one million dollars"



What do you think the proposal is? Complete the gaps and share your answers with your classmates.



Topic Identification strategy:
Listen for key words for topic identification.

6. Now watch the movie-clip and choose the best option for each question



Identify scene pictures and key words to get the general idea from the video-clip

a. What's the woman reaction when she opened the door?

- ☐ surprised and amazed
- ☐ frightened and curious
- ☐ shocked and excited



b. Who is the man?

- ☐ a monster after the accident
- ☐ a man with a job to do
- ☐ Arlington Steward, a salesman



c. The man...

- ☐ wants to sell something
- ☐ wants to propose a business
- ☐ wants to make an offer



d. The box...

- ☐ has a device that reacts when the button is pressed
- ☐ needs a key to be opened
- ☐ needs a glass dome to protect the button unit



e. The payment...

- ☐ will be delivered if the button is pressed.
- ☐ will be two million dollars tax-free.
- ☐ will be delivered if the woman kills someone.



f. The 100-dollar bill...

- ☐ is part of the payment
- ☐ is the money the woman receives if she rejects the offer.
- ☐ is a present from the man

7. Now watch the videoclip and order the conversation:

- ___ Hello. May I help you?
- ___ Voilà. Now...
- ___ Mrs. Lewis?
- ___ Yes?
- ___ And you found the button unit inside the box?
- ___ In this envelope, there is a key. I'll show you.
- ___ Is that what you call it? A button unit?
- ___ I assumed you received the box I left on your doorstep.
- ___ I'm just a man with a job to do. May I come in?
- ___ Sure
- ___ Can I offer you anything?
- ___ No, thank you. I never have much of an appetite.
- ___ Hello. My name is Arlington Steward
- ___ Shall we sit down?
- ___ Yes, in a way I do have an offer to make
- ___ What are you offering?
- ___ So...are you trying to sell me something?
- ___ A financial opportunity. Let me explain.
- ___ Yes, we do
- ___ This key opens the glass dome to the button unit.
- ___ Don't let my appearance frighten you. I assure you I'm not a monster.

8. How do you think *predicting* and *topic identification* strategies worked for you? Share your insights with a partner and then your teacher.



Cooperation strategy: Check your exercise with other listeners to pool your comprehension.

9. Check your answers, then share them with a classmate.



Share your ideas. What did your partners understand about the video?

10. How do you think *cooperation* strategy worked for you? Share your insights with a partner and then your teacher.



Listening selectively strategy
Pick out only salient points ignoring irrelevant information.

11. Now watch the second part of the videoclip and complete the proposal:



Listen for the specific information you need and ignore irrelevant details.

If you _____ the button, two things _____. First, someone, somewhere in the world, whom you don't know, _____. Second, you _____ a payment of one million dollars. Tax free. The payment _____ delivered by me in cash to you. Tax free.

The payment will be _____ to you by me... in cash. Just as you see here.

12. Keep on watching. What are the three restrictions of the guarantee of payment?

1. You are not permitted to know _____ who's making the offer.
2. You are not permitted to discuss _____ to anyone except your husband (wife).
3. You have 24 hours to _____.
4. Otherwise, the box will be reprogrammed and the offer will _____.



Clarifying strategy: Ask for clarification to classmates and teacher.

13. Check your answers with your classmates and correct the exercise all together.



Check your understanding of the scene. Is there anything you want to clarify?

14. How do you think *listening selectively* and *clarifying* strategies worked for you? Share your insights with a partner and then your teacher.

Post-listening



Summarizing strategy: Make a mental or written summary of what you hear.

Designed by Marilyn J. Jarama

15. Now answer the following questions according to what you have watched.

Questions adapted from: <http://www.esprimo.com/esprimo/eng/2013/03/15/the-teen-1415746-conditions.html>

a. What would happen if the woman pushed the button?

If _____

b. What would happen if she discussed the details of the offer to anyone different to her husband?

If _____

c. How would she feel if she pushed the button?

If _____

d. What would you do if you were in her shoes?

If _____









16. Now retell the story to a classmate:




A strange man offered... she was ... when was inside the house he The offering had two conditions: first... and second....




17. How do you think *summarizing* strategy worked for you?

Self-assessment

Evaluate your achievements by writing a tick.

Listening comprehension: I could...			
recognize the vocabulary words in context. reconocer las palabras del vocabulario en contexto.			
become aware of metalinguistic and contextual issues. tomar conciencia de los temas lingüísticos y contextuales.			
organize and understand the dialogue. organizar y entender el diálogo.			
complete the filling-in activities. completar los espacios faltantes de las actividades.			
give account of the movie scene I watched and listened. dar cuenta de la escena de la película que vi y escuché.			
What other aspects about your listening comprehension did you notice? ¿Qué papel cumplieron las estrategias de escucha en esta experiencia de aprendizaje?			
Listening strategies: I can...			
use my prior knowledge to better comprehend and do the activities. usar mi conocimiento previo para comprender mejor y realizar las actividades.			
guess the message based on visual elements and context. adivinar el mensaje basándose en elementos visuales y contextuales.			
listen for key words and relevant information to do the activities. escuchar las palabras claves y a información relevante para hacer las actividades.			

understand better the activities by working together with my partners.			
comprender mejor las actividades trabajando con mis compañeros.			
ask questions to clarify what I did not understand.			
hacer preguntas para aclarar lo que no entendi.			
What role did the listening strategies play in this learning experience?			
¿Qué papel cumplieron las estrategias de escucha en esta experiencia de aprendizaje?			
This worksheet...			
has an attractive design.			
tiene un diseño atractivo.			
provides opportunities for outcome feedback.			
proporciona oportunidades para la retroalimentación.			
promotes the application of listening strategies to solve the activities.			
promueve la aplicación de estrategias de escucha para resolver las actividades.			
offers a variety of listening exercises.			
ofrece variedad de ejercicios de escucha.			
provides students with language in authentic use.			
ofrece a los estudiantes el lenguaje en su uso auténtico.			
Other comments about the videoclip material.			
Otros comentarios acerca de este material.			

The videoclip...			
has an appealing topic.			
tiene un tema atractivo.			
offers enough visual elements to have a general comprehension of the topic.			
ofrece suficientes elementos visuales para tener una comprensión general del tema.			
provides language in authentic use.			
ofrece lenguaje en uso auténtico.			
has a spoken language easy to understand.			
tiene un lenguaje oral fácil de entender.			
helps to understand the sequencing discourse makers in context.			
ayuda a entender los conectores lógicos de secuencia en contexto.			
Other comments about the videoclip.			
Otros comentarios acerca del videoclip.			

Vocabulary images taken from:

- [illegible]

Appendix C: Field Notes Form**Worksheet 1: The Lady across the Street****Lesson: 1****Date:****Number of participants:****Missing:**

Activity	Field Notes	Comments
Before listening		
1		
2		
3		
4		
5		
While listening		
6		
7		

Lesson: 2**Date:****Number of participants:****Missing:**

Activity	Field Notes	Comments
8		
9		
10		
11		
12		
13		
14		
Post-listening		
15		
16		
Self-assessment		

Appendix D: Focus Group Interview**Focus Group Questions**

1. ¿Qué piensan sobre el ejercicio de implementación que hicimos? ¿Cómo se sintieron en este proceso?
2. ¿Qué piensan de los videos? ¿Alguno en especial que les gustara o que no?
3. ¿Qué me pueden decir de los materiales?
4. ¿Recuerdan qué estrategias vimos?
5. ¿Qué me pueden decir sobre el uso de esas estrategias?
6. Noté que al inicio de la implementación tendían a ignorar las estrategias y querían seguir de una vez como con el ejercicio. ¿Qué me pueden decir al respecto?
7. ¿Cuál fue la estrategia que más utilizaron o que más les llamó la atención? ¿Cuál fue la estrategia que menos utilizaron o que les pareció difícil de aplicar?
8. ¿Qué me pueden decir sobre su comprensión auditiva?
9. Noté que algunos de ustedes se aburrían bastante cuando yo repetía los videos. ¿Qué pasó?
10. Noté que cuando estaban aplicando ‘cooperation strategy’ estaban muy afanados por completar la guía. ¿Por qué? ¿Para ustedes qué pesó más, la comprensión del video o el tener la guía completa?
11. ¿Cómo se sintieron en los tests?
12. ¿Hay algo más que me quieran decir, que les interese hablar, que les haya llamado la atención?

Appendix E: Informed Consent

Título de la investigación: Developing Listening Comprehension through the Use of Video and Listening Strategies.

Investigadora: Marilyn Fino Penagos

Estimado(a) estudiante:

El presente documento tiene como objetivo invitarlo a ser parte de un estudio sobre el desarrollo de la comprensión auditiva en inglés a partir de la implementación de materiales basados en videoclips y estrategias de aprendizaje durante las clases. Esta investigación tiene como propósito aportar, a partir de sus resultados, a una mejor comprensión sobre la manera en que los estudiantes desarrollan la habilidad del escucha en inglés a través del uso consciente de estrategias de aprendizaje en un ambiente controlado.

Con base en la información obtenida, se pretende corroborar el impacto que este tipo de metodología tiene en los estudiantes de nivel básico de inglés como lengua extranjera. Teniendo en cuenta lo anteriormente mencionado, deseo solicitarle su participación en la investigación, invitándolo a realizar las siguientes actividades:

Participar en entrevistas grupales.

Realizar tests de seguimiento.

Trabajo en clase (material desarrollado)

Grabaciones de audio.

Participación de actividades en clase.

Para su conocimiento se puntualiza que su participación es voluntaria y anónima. La responsable de la conducción de las actividades de investigación es la licenciada en educación básica con énfasis en humanidades e idiomas Marilyn Fino Penagos, única investigadora, quien es docente de inglés del centro del colegio De La Salle, Bogotá. (e-mail mafino@colsalle.edu.co).

RIESGOS Y BENEFICIOS

Este estudio no representa ningún tipo de riesgo en cuanto a su integridad como estudiante. Si decide ser parte del estudio, los resultados que obtenga al desarrollar las actividades propuestas en los talleres, no se tomarán como parte de la evaluación del curso. En cuanto a los beneficios que representa el ser parte de esta investigación está la posibilidad de determinar la efectividad de la implementación de nuevas estrategias para el aprendizaje del inglés como lengua extranjera y su evaluación en este contexto.

ALMACENAMIENTO DE LOS DATOS PARA LA CONFIDENCIALIDAD DEL PROYECTO:

Las entrevistas que responderá durante la investigación serán audio-grabadas y transcritas posteriormente. En cuanto a las encuestas, estas se manejarán de forma impresa para la recolección de datos. En ningún momento de la investigación se hará pública su identidad ni se divulgará de forma individual la información proporcionada en los instrumentos de recolección de datos. La información recolectada a lo largo de la investigación será únicamente utilizada con propósitos profesionales y solamente tendrá acceso a ella el investigador.

LUGAR Y TIEMPO INVOLUCRADO

Tanto las entrevistas como las encuestas se desarrollarán en el salón de clases en los horarios institucionalmente establecidos. Se estima aproximadamente un tiempo entre 7 y 10 min para la contestación de los instrumentos anteriormente referenciados.

CÓMO SE USARÁN LOS RESULTADOS

Los resultados del estudio serán usados para generar nuevo conocimiento en el área de aprendizaje del inglés como lengua extranjera y enseñanza en educación básica secundaria. Serán empleados en tesis, para presentación en conferencias y para publicación de resultados en revistas de investigación en el área. En cada una de estas instancias se velará por mantener la estricta confidencialidad y privacidad de los participantes.

DERECHOS DE LOS PARTICIPANTES

He leído y discutido la descripción de la investigación con el investigador.

He tenido la oportunidad de hacer preguntas acerca del propósito y procedimientos en relación con el estudio.

Mi participación en esta investigación es voluntaria. Puedo negarme a participar o renunciar a participar en cualquier momento sin perjuicio para mi futuro estatus como alumno.

Cualquier información derivada del proyecto de investigación que me identifique personalmente no será voluntariamente publicada o revelada sin mi consentimiento particular.

Si en algún momento tengo alguna pregunta relacionada con la investigación o mi participación, puedo contactarme con la investigadora, Lic. Marilyn Fino Penagos, quien responderá mis preguntas. El correo electrónico del investigador es lynfinito@gmail.com

Recibo una copia del presente consentimiento informado.

Mi firma significa que estoy de acuerdo con participar en este estudio y que la entrevista sea grabada en audio.

CONSENTIMIENTO INFORMADO Yo _____ (nombre completo del padre) estoy de acuerdo en que mi hijo(a) participe en el estudio titulado Developing Listening Comprehension through the Use of Video and Listening Strategies. El propósito y naturaleza del estudio me ha sido descrito por la investigadora, Lic. Marilyn Fino Penagos. Yo comprendo lo que se me solicita y también sé que puedo hacer las consultas que estime pertinentes. También comprendo que puedo suspender mi participación en cualquier momento.

Nombre del participante: _____

Firma del participante: _____

Appendix F: Curriculum Impact Letter

**COLEGIO DE LA SALLE**

“Respuestas nuevas a hombres nuevos en situaciones nuevas”


A QUIEN PUEDA INTERESAR:

El Colegio De La Salle manifiesta a ustedes su interés en el trabajo de investigación titulado **“Strategy and Video-Based Worksheets for Listening Comprehension”** a cargo de nuestra docente de Inglés Marilyn Fino Penagos.

Como comunidad académica valoramos la contribución que dicho estudio le puede aportar al Departamento de Lengua Extranjera, así como al fortalecimiento de la investigación docente en la institución.

Asimismo, con la intención de incluir nuevas propuestas que le aporten a nuestro modelo de enseñanza, nos comprometemos a facilitar los espacios de formación docente para la socialización de actividades y recursos con el área de inglés de los grados de educación básica y media.

Cordialmente,


Hno. CARLOS ALBERTO RODAS LONDOÑO
Rector


LUIS ALEJANDRO GUTIERREZ CARVAJAL
Asesor Académico Bachillerato

Dado en Bogotá, a los doce (12) días del mes de julio de 2018.

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*Diseño y prestación del servicio educativo en los niveles de preescolar, básica y media académica y la prestación de los servicios